DOCUMENT RESUME

ED 068 722 VT 017 345

TITLE	Work Experience Education; Learning Activity Packages: Vocational Goals 3-5.
INSTITUTION	California State Polytechnic Coll., San Luis Obispo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	71
NOTE	460p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	Answer Keys; Behavioral Objectives; *Career Education; *Goal Orientation; Humanities; Individualized Programs; *Learning Activities; Manuals; Post Testing; Pretests; *Resource Units; Secondary Grades; State Programs; Study Guides; Vocational Development; *Work Experience Programs; Worksheets
IDENTIFIERS	California; Career Awareness; LAP; *Learning Activity Packages; Self Awareness

ABSTRACT

For a vocational work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the two general goals. Pre-and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

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LEARNING ACTIVITY PACKAGES

Vocational

Goals 3 - 5

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VT017345

LAP Prepared By: Dr. Thomas W. Smith

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________________

Type of Work Experience Education: **VOCATIONAL**

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator. Discuss the results with the appropriate school person, and list your strongest aptitudes.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Accurately identify your three (3) strongest aptitudes.
2. Identify a minimum of five occupations for which you have aptitudes equal to or higher than the average employee in those occupations.

RATIONALE

This LAP is designed to help you discover what your strongest aptitudes are and what types of careers are adapted to people with aptitudes like yours.

DIRECTIONS

In this LAP you will (1) confer with your counselor regarding the meaning of your aptitude test scores; (2) profile your aptitude test scores and identify your strongest aptitudes; and (3) compare your own aptitude test profile with the aptitude profiles of the 100 occupations that employ 90% of the workers in California.

PRE-TEST EXPLANATION

You have read what you should be able to do by the time you complete this LAP. Perhaps you are well informed right now regarding your aptitudes and feel you can meet these objectives at this time. Try the pre-test that follows (page three). If you have previously complete the Differential Aptitude Tests and have scores on file in the counseling office, ask you counselor to compare your estimated aptitude levels with your actual levels as measured by the Differential Aptitude Tests. If you can estimate accurately the level of your three strongest aptitudes as measured by the Differential Aptitude Tests, you will receive full credit.

If you were unable to accurately estimate your three strongest aptitudes as measured by the Differential Aptitudes Tests, or if you have not had a previous opportunity to complete the Differential Aptitude Tests, begin this LAP with Required Activity #1 on page 5.

PRE-TEST INSTRUCTIONS

Using the pre-test form entitled Differential Aptitude Tests (pages 3-4) estimate accurately the level of your aptitudes by assigning ratings of (a) top 25%; (b) middle 50%; or (c) lower 25% to the eight aptitudes listed on the form. (To pass this test you must accurately estimate the level of your three strongest aptitudes.)

SPECIAL NOTE: Upon completion of this LAP, return pages 1-13 to the coordinator of the work experience program or to the member of the school staff who has worked with you on this LAP.

PRE-TEST

DIFFERENTIAL APTITUDE TESTS

What is aptitude?

Simply--aptitude is the capacity to learn. You take aptitude tests in order to be able to make better predictions of how you can expect to develop in school and in a job.

The test results will help you evaluate your relative strengths and weaknesses in a variety of aptitudes which are important to your educational progress and your career choices.

VERBAL REASONING (VR) My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Verbal reasoning is important in all academic and most non-academic subjects in high school. If you were to take only one test, VR would be the best all-around predictor of how well you can do in school, especially in the academic subjects. Students who score average or better should seriously consider college; those well up in the top quarter may consider the highly selective colleges.

NUMERICAL ABILITY (NA) My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Students who do well on this test are also likely to do well in the arithmetic and measuring so common in business offices, factories, service shops and stores.

Numerical ability is useful in such jobs as laboratory assistant, bookkeeper, statistical clerk, foreman, or shipping clerk. Many of the jobs in the skilled trades in manufacturing or construction work require considerable numerical ability.

VR + NA (Measure of Scholastic Ability)

My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Your combined score on these two tests provides a good estimate of your scholastic aptitude--your ability to complete the college preparatory courses in your school and to succeed in college.

CLERICAL SPEED AND ACCURACY (CSA) My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Clerical speed and accuracy measures how quickly and accurately you can compare and mark written lists such as of names or numbers.

Aptitude for CSA is important in many kinds of office jobs, such as record-keeping, addressing, pricing, order-taking, filing, coding, proofreading, and keeping track of tools or supplies.

ABSTRACT REASONING (AR)

My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Using diagrams, the abstract reasoning test measures how easily and clearly you can reason when problems are presented in terms of size or shape or position or quantity or other non-verbal, non-numerical forms. The repairman troubleshooting an unusual breakdown, the chemist, physicist or biologist seeking to understand an invisible process, the programmer planning the work of an electronic computer, the systems engineer--all find this ability useful. Carrying out a logical procedure in your mind is important here.

MECHANICAL REASONING

My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Students who do well on the mechanical reasoning test usually like to find out how things work. They often are better than average at learning how to construct, operate, or repair complicated equipment.

SPACE RELATIONS (SR)

My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Students who do well on SR should have an advantage in work such as drafting, dress designing, architecture, mechanical engineering, die-making, building construction, and some branches of art and decoration. A good machinest, carpenter, dentist or surgeon needs this sense of the forms and positions of things in space.

LANGUAGE USAGE

My estimated level is: (Circle one)

A. Upper 25%, B. Middle 50%, C. Lower 25%

Spelling measures how well a person can spell common English words. Among other things, it is an excellent predictor of ability to learn typing and shorthand.

Grammar measures how well a person can recognize mistakes in the grammar, punctuation, and wording of easy sentences. It is among the best predictors of ability to earn good grades generally in high school and college.

____
Name

ACTIVITIES

REQUIRED

To prepare to do the objectives previously stated, you will be doing the following activities:

1. Request the counseling office to provide you with an interpretation of your scores on the Differential Aptitude Test (DAT). Arrange to take the DAT if you have no previous DAT scores on file. Use Form A--Test Information Request (page 6) to complete this step.

2. Prepare a profile of your DAT scores and identify your strongest aptitudes. Use Form B--Aptitude Profile (page 7) to record your tested aptitudes and to verify this step.

3. Identify a minimum of five occupations for which you have aptitudes equal to or higher than the average employee in those occupations. Use Form C--Estimate of Worker Trait Requirements for 100 Occupations in Which 90% of Californians are Employed (pages 8 and 9) to locate these occupations. List these occupations and record their average aptitudes, along with your own, in the spaces below.

		Occupation Aptitudes						Your Aptitudes					
	Occupations	G	V	N	S	P	Q	G	V	N	S	P	Q
1.													
2.													
3.													
4.													
5.													

OPTIONAL

1. Circle one or more of the following questions that you would like to discuss with your counselor or work experience coordinator and add any questions of your own:

   a. What can I do if I think I have more aptitude than my tests indicate?
   b. Do my aptitude test scores improve with my age?
   c. How can I locate occupations that fit my aptitudes?
   d. Does job success depend upon my aptitude test scores?
   e. What can I do when most of my aptitude scores are low?
   f. Can I have aptitudes that don't show up on school tests?
   g. Other ______________________________

2. View the sound-filmstrip Aptitude Test Scores: A Picture Story and answer correctly at least eight of the ten item Aptitude Test Quiz (page 10). Source of filmstrip: Educational Research and Development Institute, Box 262, Warrensburg, Missouri.

Name ______________________

FORM A

TEST INFORMATION REQUEST

1. Make an appointment with your counselor to receive an interpretation of your Differential Aptitude scores.

2. If you do not have DAT scores on file, make appointments to complete the DAT and receive an interpretation of the scores.

3. Have this form filled out in the counseling office to verify your DAT testing:

    ______________________________ completed the DAT
    (Name)

    test on ______________________.
    (date)

    ____
    (Counselor's signature)

4. Have this form filled out in the counseling office to verify the interpretation of your DAT test scores:

    My test scores were interpreted on __________________
    (date)

    by ______________________________.
    (Counselor's signature)

    ____
    (Student's signature)

Name_____ ______________________

FORM B

APTITUDE PROFILE

Your standing on each of the tests is indicated by the shaded area. The diagram makes it possible to compare your score with the scores earned by a representative sample of 100 students at the same grade level.

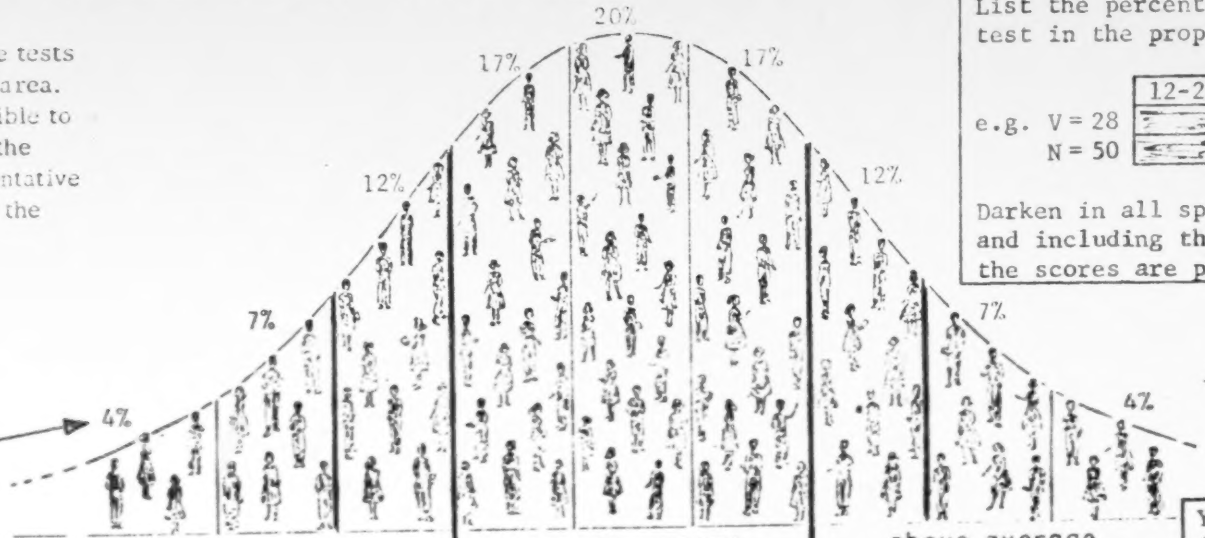
DIRECTIONS

List the percentile score for each test in the proper spaces:

	12-23	24-40	41-60
e.g. V = 28	▨	28	
N = 50	▨	▨	50

Darken in all spaces leading up to and including the spaces in which the scores are placed.

Percentage in each level



Your APTITUDE LEVELS indicated on this sheet are to be used to complete Required Activity #3 on page 4.

		below average			average range			above average			
%ile Groupings:		1-4	5-11	12-23	24-40	41-60	61-77	78-89	90-96	97-99	
APTITUDE LEVELS		5		4	← 3 →			2	1		
Verbal Reasoning (VR)	V										V
Numerical Ability (NA)	N										N
TOTAL (VR + NA)	G										G
Cler. Speed & Accur. (CSA)	Q										Q
Abstract Reasoning (AR)	P										P
Lang. Usage/Spelling											
Lang. Usage/Sentence											
Space Relationship (SR)	S										S
Mechanical Reasoning											
		below average			average range			above average			

APTITUDES

DIFFERENTIAL APTITUDE TEST

Name ____________________

FORM C

ESTIMATES OF WORKER TRAIT REQUIREMENTS FOR 100 OCCUPATIONS IN WHICH 90% OF CALIFORNIANS ARE EMPLOYED

Occupation	Aptitudes * GVN SPQ
PROFESSIONAL AND TECHNICAL WORKERS	
Accountants & Auditors	* * 121 542
Artists & Art Teachers	123 114
Chemists	111 123
Clergymen	
College Presidents, Professors, & Instructors	111 344
Dentists	
Draftsmen, Architectural	131 123
Draftsmen, Mechanical	232 123
Editors & Reporters	113 443
Engineers, Aeronautical	
Engineers, Chemical	111 123
Engineers, Electrical	
Engineers, Mechanical	
Lawyers & Judges	113 553
Librarians	223 432
Musicians & Music Teachers	
Nurses, Professional	223 334
Pharmacists	122 423
Photographers	233 224
Physicians & Surgeons	112 224
Social & Welfare Workers, Except Group	113 543
Teachers, Grade or Grammar School .	223 333
Teachers, High School	222 343
Technicians, Dental	333 224
Technologists, Medical	222 323
FARMERS AND FARM MANAGERS	
Farmers	233 434

Directions

The numbers listed after each occupation on this sheet indicate the average score in each of the six aptitudes for that occupation. (1 is high and 5 is low.)

Check your aptitude levels on the Aptitude Profile and list at least 5 occupations and their aptitude scores for which you have aptitude scores equal to or higher than the average employee. Record this information in the spaces provided for Required Activity #3 on page 4.

Definition of Aptitudes *

G = General Scholastic Ability (VR + NA)

V = Verbal Reasoning (VR)

N = Numerical Ability (NA)

S = Space Relations (SR)

P = Perception-Abstract Reasoning (AR)

Q = Clerical Speed & Accuracy (CS & A)

Level of Aptitudes **

Occup. Aptitude	DAT Scores
1	(90 - 99)
2	(78 - 89)
3	(24 - 77)
4	(12 - 23)
5	(1 - 11)

Occupation	Aptitudes * GVN SPQ
MANAGERS, OFFICIALS, AND PROPRIETORS, EXCLUDING FARM	
Buyers & Department Heads, Store .	* 222 323
Inspectors, Public Administration	
Managers, Employment	122 443
Managers, Industrial Organization .	113 444
Managers, Officials, & Proprietors, Self-employed	
Officials & Administrators, Public Administration	
Purchasing Agents & Buyers	112 423
CLERICAL AND KINDRED WORKERS	
Agents	224 444
Attendants, Physician's & Dentist's Office	
Bank Tellers	222 432
Bookkeepers	332 432
Cashiers	232 532
Mail Carriers	
Office Machine Operators	
Shipping & Receiving Clerks	333 433
Stenographers	324 422
Telephone Operators	334 434
Clerical & Kindred Workers	333 433
SALES WORKERS	
Insurance Agents & Brokers	
Newsboys	
Real Estate Agents & Brokers	
Salesclerks	333 433
Salespeople, General	333 334
CRAFTSMEN, FOREMEN, AND KINDRED WORKERS	
Bakers	344 335
Brickmasons	343 334
Cabinetmakers	344 234

F C

Occupation	Aptitudes
	*GVN SPG
CRAFTSMEN, FOREMEN, AND KINDRED WORKERS—Continued	
Carpenters	** 333 334
Compositors & Typesetters	334 323
Cranemen & Derrickmen	333 334
Electricians	333 324
Excavating, Grading, & Road Machinery Operators	344 324
Foremen	333 334
Linemen & Servicemen, Telegraph, Telephone, & Power	333 324
Machinists	333 224
Mechanics & Repairmen	333 334
Painters, Construction & Maintenance	333 434
Plasterers	334 434
Plumbers & Pipe Fitters	333 324
Sheet Metal Workers	333 234
Stationary Engineers	333 343
Toolmakers & Diemakers & Setters	333 224
Upholsterers	333 324
OPERATIVES AND KINDRED WORKERS	
Apprentices, Machinist	333 224
Attendants, Auto Service & Parking	
Bus Drivers	333 333
Chauffeurs	344 344
Dressmakers & Seamstresses, Except Factory	334 334
Filers, Grinders, & Polishers, Metal	345 425
Fruit, Nut, & Vegetable Graders & Packers, Except Factory	444 434
Laundry & Dry Cleaning Operatives	333 434
Meat Cutters, Except Slaughter & Packing House	333 334
Mine Operatives & Laborers	333 334
Routemen	333 344
Truck & Tractor Drivers	344 445

Directions

The numbers listed after each occupation on this sheet indicate the average score in each of the six aptitudes for that occupation. (1 is high and 5 is low.)

Check your aptitude levels on the Aptitude Profile and list at least 5 occupations and their aptitude scores for which you have aptitude scores equal to or higher than the average employee. Record this information in the spaces provided for Required Activity #3 on page 4.

Definition of Aptitudes *

G = General Scholastic Ability
(VR + NA)
V = Verbal Reasoning
(VR)
N = Numerical Ability
(NA)
S = Space Relations
(SR)
P = Perception-Abstract Reasoning
(AR)
Q = Clerical Speed & Accuracy
(CS & A)

Level of Aptitudes **

Occup. Aptitude	DAT Scores
1	(90 - 99)
2	(78 - 89)
3	(24 - 77)
4	(12 - 23)
5	(1 - 11)

Occupation	Aptitudes
	*GVN SPG
OPERATIVES AND KINDRED WORKERS—Continued	
Welders	** 333 334
Operatives & Kindred Workers	445 435
PRIVATE HOUSEHOLD WORKERS	
Private Household Workers	
SERVICE WORKERS, EXCEPT PRIVATE HOUSEHOLD	
Attendants, Hospital	335 445
Barbers & Beauticians	334 324
Bartenders	333 445
Cooks, Except Private Household	344 434
Firemen, Fire Protection	223 344
Guards, Watchmen, & Doorkeepers	444 444
Housekeepers & Stewards, Except Private Household	335 445
Janitors & Porters	344 445
Policemen & Detectives	223 433
Practical Nurses	334 334
Waiters & Waitresses	344 433
FARM LABORERS AND FOREMEN	
Farm Laborers, Wage Workers	
Fishermen & Oystermen	344 445
Garage Laborers, & Car Washers & Greasers*	
Gardeners, Except Farm & Groundskeepers	334 444
Longshoremen & Stevedores	445 445
Laborers	344 443

APTITUDE TEST QUIZ

Circle one or more letters for each question to indicate your answer.

1. Aptitude tests do which of the following:

   a. Predict capacity for future learning
   b. Indicate past school success
   c. Provide a single IQ score
   d. Provide a camparison with other students
   e. None of these

2. A 60th percentile score indicates:

   a. 60 answers correct
   b. 60 percent of the answers correct
   c. 60 percent of students scored higher
   d. 60 percent of students scored lower
   e. None of these

3. Students planning enrollment in a four year college should have a minimum verbal aptitude score of:

   a. Above the 90th percentile
   b. No lower than the 75th percentile
   c. At least to the 50th percentile
   d. A minimum of the 25th percentile
   e. No minimum score necessary

4. Above average ability in understanding and expressing ideas in words (verbal ability) is essential in a variety of occupations, including:

   a. Machine operations
   b. Supervision and management
   c. Trucking
   d. Cashiering
   e. All of these

5. Above average ability in seeing how things go together (space relations) is essential in which of the following occupations:

   a. Sheet metal workers
   b. Dental technicians
   c. Artists
   d. Watch repairmen
   e. All of these

6. Above average ability to understand and reason with numbers combined with average verbal ability is a typical pattern for:

   a. Beauty operators
   b. Salesmen
   c. Bookkeepers
   d. Computer technicians
   e. All of these

7. Average or higher aptitude scores in the ability to reason without words and using only diagrams and forms (abstract reasoning) is more important than average or high aptitude scores in language usage for which of the following occupations:

   a. Computer programmers
   b. Telephone linemen
   c. Electricians
   d. Mechanics
   e. All of these

8. Helen and Bob both scored at the 75th percentile on the mechanical reasoning test. This means:

   a. Both made high scores
   b. Both made scores higher than 75 percent of the students they were compared with
   c. Both should consider a career in a mechanical field
   d. Both will make high grades in electronics
   e. All of these

9. Aptitude test scores are best used to:

   a. Make career decisions for students
   b. Award scholarships
   c. Admit students into college
   d. Select people for jobs
   e. None of these

10. I feel that aptitude scores should:

   a. Be considered along with other information
   b. Be used as guideposts instead of maps
   c. Be discussed carefully with people who understand them best
   d. Not allowed to make decisions for people
   e. All of these

Name ______________________________

ANSWER KEY

1. A, D
2. D
3. C
4. B
5. E
6. C, D
7. E
8. A, B
9. E
10. E

POST TEST ACTIVITY

The primary objective of this LAP was to acquaint you with your aptitudes and to enable you to identify your strongest aptitudes. To demonstrate that you have accomplished these primary objectives, select your three strongest aptitudes from the following list and list them in the order of your strengths:

- Verbal Reasoning (VR)
- Numerical Ability (NA)
- Scholastic Aptitude (VR + NA)
- Clerical Speed and Accuracy (CSA)
- Abstract Reasoning (AR)
- Mechanical Reasoning (MR)
- Space Relations (SR)
- Language Usage (LU)

My strongest aptitudes are:

1. ______________________________

2. ______________________________

3. ______________________________

Return the completed LAP (pages 1-13) to the coordinator of the work experience program or to the member of the school staff who has worked with you on this LAP. He will check with your counselor to verify that you have accurately identified your three strongest aptitudes.

Name __________________________ Date LAP Completed ____________________

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator; discuss the results with the appropriate school person, and list your main interests according to the inventory.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List your three (3) strongest interests.
2. Identify "sample" occupations for your three (3) strongest interests.

RATIONALE

This LAP is designed to help you discover your strongest interests and to learn what types of occupations are entered by people with interests like yours.

DIRECTIONS

In this LAP you will (1) confer with your counselor regarding the meaning of your interest test scores; (2) identify your strongest interests and weakest interests; and (3) identify "sample" occupations entered by people with different interests.

PRE-TEST EXPLANATION

Perhaps you have had an opportunity in school to take an Interest Survey and discuss the results with your counselor or teacher. If you have taken an Interest Survey and think that you can identify accurately your strongest interests, try the pre-test that follows on pages 3 and 4. When you have completed the pre-test, ask your counselor to compare your estimated interest levels with your actual interest levels as measured by the Kuder Preference Record, Vocational C or the Kuder General Interest Survey E. (Source of Surveys: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.) If you can estimate accurately the level of your three strongest interests as measured by either of these surveys, you will receive full credit for this LAP.

If you are unable to estimate accurately your three strongest interests as measured by either of the Kuder Surveys, or if you have not had a previous opportunity to complete a Kuder Survey, begin this LAP with Required Activity #1 on page 5.

PRE-TEST INSTRUCTIONS

Using the following pre-test form entitled Your Interest Profile (pages 3 and 4), estimate accurately the level of your interests by assigning ratings of (A) Upper 25%; (B) Middle 50%; or (C) Lower 25% to the ten interests listed on this form.

To pass this test, you must accurately estimate the level of your three strongest interests. Your counselor's signature will indicate that you have successfully estimated your three strongest interests.

SPECIAL NOTE: Upon completion of this LAP, return pages 1-16 to the Coordinator of the Work Experience Program or to the member of the school staff who has worked with you on this LAP.

PRE-TEST

YOUR INTEREST PROFILE

We say a person has an interest in an activity when he finds it satisfying, when he enjoys doing it and talking about it, and when he tries to do his best at it. When we dislike an activity, we aren't likely to have an interest in it. Estimate the level of your interests in the ten (10) areas measured by the Kuder Survey.

OUTDOOR interest means preference for work or activity that keeps you outside most of the time--usually work dealing with plants and other growing things, animals, fish, and birds.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

MECHANICAL interest means preference for working with machines and tools. If you like to tinker with old clocks, repair broken objects, or watch a garage mechanic at work, you might enjoy shop courses in school.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

COMPUTATIONAL interest indicates a preference for working with numbers and an interest in math courses in school.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

SCIENTIFIC interest is an interest in the discovery or understanding of nature and the solution of problems, particularly with regard to the physical world. If you have a high score in this area, you probably enjoy working in the science lab, reading science articles, or doing science experiments as a hobby.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

PERSUASIVE interest is an interest in meeting and dealing with people, in convincing others of the justice of a cause or a point of view, or in promoting projects or things to sell. If you have a high score in this area, you may enjoy such activities as debating, selling tickets for a school play or dance, or selling advertising space for the school paper.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

PRE-TEST (Continued)

ARTISTIC interest indicates a preference for doing creative work with the hands--usually work involving design, color and materials. If you like to paint, draw, sculpture, decorate a room, design clothes, or work on sets for school plays, you are probably high in this interest.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

LITERARY interest is an interest in reading and writing. If you have a high score on the literary scale, English is probably one of your favorite subjects, and you may enjoy writing for the school paper or magazine.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

MUSICAL interest usually is demonstrated by persons who enjoy going to concerts, playing an instrument, singing or reading about music and musicians.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

SOCIAL SERVICE interest indicates a preference for activities that involve helping people.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

CLERICAL interest means a preference for work that is clearly defined for you--work that involves specific tasks requiring precision and accuracy. If you have high clerical interest, you probably enjoy school subjects and activities that require attention to detail.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

To pass this test, you must accurately estimate the level of your three strongest interests. Your counselor's signature will indicate that you have successfully estimated your three strongest interests.

Counselor's
Signature ______________________ Name ______________________

LEARNING ACTIVITIES AND RESOURCES

REQUIRED

ACTIVITY 1. To get the information you will need to understand your interests, request the counseling office to provide you with an interpretation of your scores on the Kuder Survey. Arrange to take the Kuder Survey if you have no previous Kuder scores on file. Use Form A--Interest Survey Information Request (page 6) to complete this step.

ACTIVITY 2. To show the strength of your interests, prepare a profile of your Kuder scores and identify your strongest interests. Use Form B--My Interest Profile (page 7) to record your measured interests and to verify this step.

ACTIVITY 3. In order to point out your strongest interests in another way, choose those activities you "like most" from a special list of sample work activities and compare your choices against your three (3) strongest interests indicated by the Kuder Survey. Use Form C--Sample Work Activities (pages 8 and 9) to complete this activity.

ACTIVITY 4. To help you understand how interests are related to the choice of an occupation, write in the name of the Kuder Interests that you think people would have in common who select the occupations grouped on page 10. Use Form D--Occupational Groups Related to Kuder Interest Areas (page 10) to complete the first part of this activity; then compare your choices with information provided on page 11 and indicate the number of occupational groups that you correctly matched with the Kuder Interests listed on page 11.

ACTIVITY 5. Complete the post test on pages 14, 15 and 16 and ask your counselor to check your results and add his signature.

SPECIAL NOTE: Upon completion of this LAP, return pages 1-16 to the Coordinator of the Work Experience Program or to the member of the school staff who has worked with you on his LAP.

OPTIONAL

ACTIVITY 6. Your hobbies are indicators of your interests. In order to understand how your hobbies are related to your interests, review the filmstrip What Do You Like To Do? (Source of filmstrip: Society for Visual Education, Chicago 14, Illinois.) List your hobbies on Form E--Hobbies and Interests (page 12). Tell what you most like to do in one of your hobbies. Explain what this tells about you as a person.

ACTIVITY 7. You have had a chance to identify your strongest interests and to review the type of occupations frequently entered by people with your interests. To prove that you understand the link between interests and occupations, list the occupations frequently entered by people with your three (3) strongest interests. Record your ideas on pages 13.

Name______________________________

FORM A

INTEREST SURVEY INFORMATION REQUEST

1. Make an appointment with your counselor to receive an interpretation of your scores on the Kuder Survey.

2. If you do not have previous scores for the Kuder Survey on file, make an appointment to complete the Kuder Survey and receive an interpretation of your scores.

3. Have this form filled out in the counseling offices to verify that you have taken the Kuder Survey.

   ______________________ completed the Kuder
   (Name)

   Survey on ______________________.
   (date)

   ____
   (Counselor's Signature)

4. Have this form filled out in the counseling office to verify the interpretation of your scores on the Kuder Survey.

   My scores on the Kuder Survey were interpreted on

   ______________________ by
   (date)

   ______________________.
   (Counselor's signature)

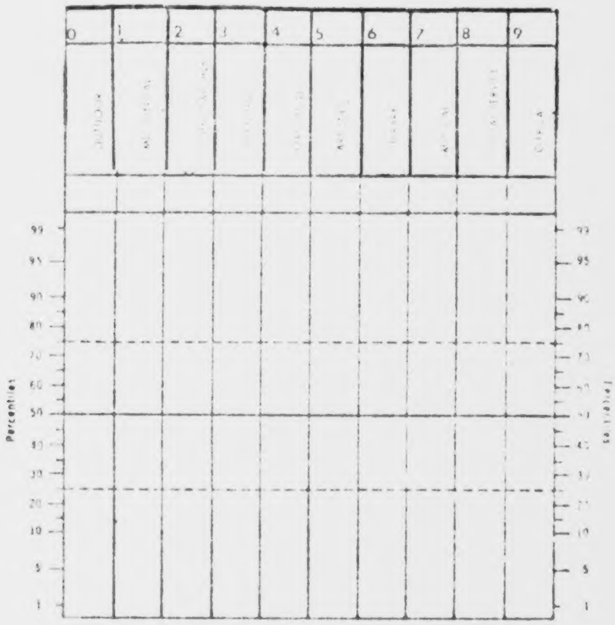
   ____
   (Student signature)

Name______________________

FORM B

MY INTEREST PROFILE

Using your Kuder scores secured from your counselor in Required Activity #1, complete the following profile by darkening in each column up to the appropriate percentile rank. List your three (3) highest interests and their scores in the spaces below the profile chart.



MY THREE HIGHEST INTEREST SCORES ARE:

INTERESTS	SCORES
1. ______________________	__________
2. ______________________	__________
3. ______________________	__________

Name ______________________________

FORM C

SAMPLE WORK ACTIVITIES

The level of your interest in ten (10) different areas was measured on the Kuder Survey by asking you to indicate which activities you "liked most" and which you "liked least" among approximately 450 work activities. To help you understand and point out your three (3) strongest interests in another way, indicate which of the following sample activities you "like most." When you have completed this activity, look on page 9 to see if the sample activities you checked are consistent with your three (3) strongest interests as indicated by the Kuder Survey.

CHECK THE ACTIVITIES YOU "LIKE MOST":

____ Be a guide at a guest ranch

____ Repair and refinish old furniture

____ Compute bills for a store

____ Make a chemical analysis of soil samples

____ Do house-to-house selling

____ Decorate furniture

____ Write humorous messages for greeting cards

____ Manage a music store

____ Interview applicants for welfare

____ Take telephone orders in a florist's shop

____ Grow flower seeds

____ Repair home appliances

____ Do work which requires a lot of mental arithmetic

____ Discover a cure for hay fever

____ Settle labor disputes

____ Draw plans for houses

____ Write feature articles for a newspaper

____ Compose a theme song for a local radio show

____ Help young people select careers

____ Be a private secretary

____ Raise vegetables on a small farm

____ Build a hand loom

____ Add columns of figures

____ Do research on the causes of earthquakes

____ Sell life insurance

____ Paint pictures

____ Read proof for a newspaper

____ Arrange music for an orchestra

____ Take care of deaf people

____ Do typing and filing

Name____________________________________

FORM C

SAMPLE WORK ACTIVITIES - (Cont'd)

DIRECTIONS

On page 8 you checked the Sample Work Activities that you "liked most." Locate those activities on this page and underline each one that you checked on page 8. Count the number of your "liked most" activities that are grouped under your three (3) strongest interests and record the number in the appropriate space at the bottom of this page; also record the number that are not grouped under your three (3) strongest interests.

CLASSIFICATION OF SAMPLE WORK ACTIVITIES BY KUDER INTEREST GROUPS

OUTDOOR

Be a guide at a guest ranch
Grow flower seeds
Raise vegetables on a small farm

MECHANICAL

Rapair and refinish old furniture
Repair home appliances
Build a hand loom

COMPUTATIONAL

Compute bills for a store
Do work which requires a lot of mental arithmetic
Add columns of figures

SCIENTIFIC

Make a chemical analysis of soil samples
Discover a cure for hay fever
Do research on the causes of earthquakes

PERSUASIVE

Do house-to-house selling
Settle labor disputes
Sell life insurance

ARTISTIC

Decorate furniture
Draw plans for houses
Paint pictures

LITERARY

Write humorous messages for greeting cards
Write feature articles for a newspaper
Read proof for a newspaper

MUSICAL

Manage a music store
Compose a theme song for a local radio show
Arrange music for an orchestra

SOCIAL SCIENCE

Interview applicants for welfare
Help young people select careers
Take care of deaf people

CLERICAL

Take telephone orders in a florist's shop
Be a private secretary
Do typing and filing

MY THREE (3) STRONGEST INTERESTS ON THE KUDER SURVEY ARE:

1.____________________ 2.____________________ 3.____________________

Number of "liked most" work activites consistent with my strongest interests. ______

Number of "liked most" work activities not consistent with my strongest interests. ______

Name____________________

FORM D

OCCUPATIONAL GROUPS RELATED TO KUDER INTEREST AREAS

DIRECTIONS

To help you understand how interests are related to occupations, write in the name of the Kuder Interest that you think people would have in common who select the occupations grouped below. When you have completed this activity, look on page 11 and compare your write-in answers with the information provided on page 11. The ten Kuder Interests are:

Artistic
Clerical
Computational
Literary
Mechanical
Musical
Outdoors
Persuasive
Scientific
Social Service

____
(Write in common interest)
News Reporter
Teacher
Librarian
Actor

____
(Write in common interest)
Lab Technician
Dietitian
Chemist
Dental Assistant

____
(Write in common interest)
Forest Ranger
Gardener
Nurseryman
Animal Breeder

____
(Write in common interest)
Lawyer
Sales Clerk
Advertising Agent
Auctioneer

____
(Write in common interest)
Accountant
Bookkeeper
Cashier
Statistical Clerk

____
(Write in common interest)
Nurse
Counselor
Hospital Attendant
Clergyman

____
(Write in common interest)
Secretary
File Clerk
Typist
Mail Clerk

____
(Write in common interest)
Music Teacher
Composer
Musician
Dancer

____
(Write in common interest)
Mechanical Engineer
Carpenter
Mechanic
Cook

____
(Write in common interest)
Artist
Draftsman
Beautician
Dressmaker

Name________________________________

FORM D

OCCUPATIONAL GROUPS RELATED TO KUDER INTEREST AREAS
(Cont'd.)

On page 10 you wrote in the name of the Kuder interests that you thought people would have in common who selected occupations within the different groups. Compare your write-in interests on page 10 with the column interests typed in for each group on this page.

LITERARY

News Reporter
Teacher
Librarian
Actor

SCIENTIFIC

Lab Technician
Dietitian
Chemist
Dental Assistant

OUTDOORS

Forest Ranger
Gardener
Nurseryman
Animal Breeder

PERSUASIVE

Lawyer
Sales Clerk
Advertising Agent
Auctioneer

COMPUTATIONAL

Accountant
Bookkeeper
Cashier
Statistical Clerk

SOCIAL SCIENCE

Nurse
Counselor
Hospital Attendant
Clergyman

CLERICAL

Secretary
File Clerk
Typist
Mail Clerk

MUSICAL

Music Teacher
Composer
Musician
Dancer

MECHANICAL

Mechanical Engineer
Carpenter
Mechanic
Cook

ARTISTIC

Artist
Draftsman
Beautician
Dressmaker

For the occupational groups listed on page 10 I wrote in

accurately the common interest ________ times.
(number)

Name ______________________________

FORM E

HOBBIES AND INTERESTS

After viewing the filmstrip What Do You Like To Do? list your hobbies in the spaces below. Tell what you most like to do in one of your hobbies. Explain what this tells about you as a person. (Source of filmstrip: Society for Visual Education, Chicago 14, Illinois.)

MY HOBBIES ARE:

______________________	______________________
______________________	______________________
______________________	______________________

WHAT I MOST LIKE TO DO IN ONE OF MY HOBBIES:

WHAT THE THINGS I LIKE TO DO IN ONE OF MY HOBBIES TELLS ABOUT ME AS A PERSON:

Name______________________

MY THREE (3) STRONGEST INTERESTS

You have had a chance to identify your strongest interests and to review the type of occupations frequently entered by people with your interests. To prove that you understand the link between interests and occupations, list the occupations frequently entered by people with your three (3) strongest interests.

MY THREE (3) STRONGEST INTERESTS ARE: (LIST THREE (3) OCCUPATIONS BELOW EACH OF YOUR INTERESTS.)

1.____________	2.____________	3.____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

> To pass this activity, you must accurately identify at least three (3) occupations for each of your three (3) strongest interests. Your counselor's signature will indicate that you have accurately identified these occupations.

Counselor's
Signature____________________ Name____________________

POST TEST

YOUR INTEREST PROFILE

We say a person has an interest in an activity when he finds it satisfying, when he enjoys doing it and talking about it, and when he tries to do his best at it. When we dislike an activity, we aren't likely to have an interest in it. Estimate the level of your interests in the ten (10) areas measured by the Kuder Survey.

OUTDOOR interest means preference for work or activity that keeps you outside most of the time--usually work dealing with plants and other growing things, animals, fish and birds.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

MECHANICAL interest means preference for working with machines and tools. If you like to tinker with old clocks, repair broken objects, or watch a garage mechanic at work, you might enjoy shop courses in school.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

COMPUTATIONAL interest indicates a preference for working with numbers and an interest in math courses in school.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

SCIENTIFIC interest is an interest in the discovery or understanding of nature and the solution of problems, particularly with regard to the physical world. If you have a high score in this area, you probably enjoy working in the science lab, reading science articles, or doing science experiements as a hobby.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

PERSUASIVE interest is an interest in meeting and dealing with people, in convincing others of the justice of a cause or a point of view, or in promoting projects or things to sell. If you have a high score in this area, you may enjoy such activities as debating, selling tickets for a school play or dance, or selling advertising space for the school paper.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

ARTISTIC interest indicates a preference for doing creative work with the hands--usually work involving design, color, and materials. If you like to paint, draw, sculpture, decorate a room, design clothes, or work on sets for school plays, you are probably high in this interest.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

LITERARY interest is an interest in reading and writing. If you have a high score on the literary scale, English is probably one of your favorite subjects, and you may enjoy writing for the school paper or magazine.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

MUSICAL interest usually is demonstrated by persons who enjoy going to concerts, playing an instrument, singing, or reading about music and musicians.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

SOCIAL SERVICE interest indicates a preference for activities that involve helping people.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

CLERICAL interest means a preference for work that is clearly defined for you--work that involves specific tasks requiring precision and accuracy. If you have high clerical interest, you probably enjoy school subjects and activities that require attention to detail.

My estimated level is: (Circle one)

A. Upper 25%
B. Middle 50%
C. Lower 25%

To pass this test, you must accurately estimate the level of your three (3) strongest interests. Your counselor's signature will indicate that you have successfully estimated your three (3) strongest interests.

Counselor's
Signature________________________ Name________________________

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals

Performance Objective: 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking

NOTE TO THE STUDENT

By the time you complete this LAP you will:

1. Be able to define the terms "aptitude" and "interest."
2. Be able to show where your interests are supported by your aptitudes and where they are not.
3. Have documented the fact that when a class requires aptitudes and interests you possess, you will generally do well in that class. If you do not possess the proper interests and aptitudes, you may not do well.

RATIONALE

This Learning Activity Package is designed to help you see that each area of endeavor requires certain aptitudes as well as interests AND to help you apply this knowledge to your activities in the classes you are taking in school.

DIRECTIONS

In this LAP you will study what aptitudes and interests are, and what YOUR aptitudes and interests are. You will list specific aptitudes and interests for the classes you are taking and you will indicate reasons for your success, or lack of same, in each class.

PRE-TEST

INSTRUCTIONS: Complete all items in this Pre-Test and score according to the Pre-Test Scoring Key on page 4 of this LAP. Turn Pre-Test in to your Coordinator of Work Experience Education and follow directions at the end of the Scoring Key.

1. List each class you are now taking and indicate if it is a vocational (For the purpose of this LAP, a vocational class is any class that will help you perform the duties of your present job or will help you in a direct way attain your career objective) class by checking the space headed VOC.

CLASS	VOC.	CLASS	VOC.

(Score 1 point for each class up to 6, and 1 point for each correct VOC. to 6)

2. Define the term "aptitude."

____

____

____

____

(Score up to 10 points--must indicate ideas indicated in Scoring Key)

3. Indicate two (2) aptitudes and one (1) interest necessary for success in each class you are now enrolled in.

Class: ____________________________

Aptitudes: (a) __________________________

(b) __________________________

Interest: (a) __________________________

Class: ____________________________

Aptitudes: (a) __________________________

(b) __________________________

Interest: (a) __________________________

Pre-Test (continued)

Class: ______________________________

Aptitudes: (a) ______________________________

(b) ______________________________

Interest: (a) ______________________________

Class: ______________________________

Aptitudes: (a) ______________________________

(b) ______________________________

Interest: (a) ______________________________

Class: ______________________________

Aptitudes: (a) ______________________________

(b) ______________________________

Interest: (a) ______________________________

Class: ______________________________

Aptitudes: (a) ______________________________

(b) ______________________________

Interest: (a) ______________________________

(Score 3 points total for each class - 1 point for each aptitude and interest cited that is applicable)

4. Is interest in an area of work all that is necessary for success in that activity? Yes____ No____ Explain your response.

____

____

____

(Scoring - up to 10 points and must include thoughts indicated in Scoring Key)

5. Define the term "interest" as it would apply to you in your pursuit of a career objective.

____

____

____

(Scoring - up to 10 points and must include concepts indicated in Scoring Key)

PRE-TEST (Scoring Key)

1. Classes listed should be acceptable. A check with the class teacher or the Coordinator of Work Experience Education would verify the Voc. responses.

2. Kimbrell and Vineyard in Succeeding in the World of Work state that an aptitude is an observable behavior which indicates skill, or at least the ability to perform specific activities.

3. The classes listed should be those of item #1 above. The aptitudes will vary with each class, but will generally include: Intelligence, Verbal, Numberical, and Clerical Perception. Specialty classes may well include any or all of the aptitudes listed on page 653 of Volume II of the third edition of the Dictionary of Occupational Titles.

4. The answer is NO. The reason for this is not as open-ended as many might believe. If a person lacks the vital aptitude for success in a given area, there is no way he can be a success. A person who wants to be an art teacher and is color-blind may have more than a difficult time in this field. This does not mean that a high level of interest in a given field would not make it possible for a person to overcome a low aptitude in that area once he is aware of the requirements for success in that activity.

5. Kimbrell and Vineyard states that those things that interest you are those activities that you know you would like to do that you feel comfortable in and/or are exciting to you. You will find that you generally do well those things that are of interest to you.

Total possible score on the Pre-Test is 60 points. If you scored 45 or better, you did well, regardless of your score.

Turn the Pre-Test in to your Coordinator of Work Experience Education and begin work on Activity #1 of the Learning Activity Package.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: It is required that you complete all of the activities indicated since you will build upon the information gained in the previous activity.

ACTIVITY #1. In order to compare your aptitudes and interests with your performance in the classes you are now taking, you must know your aptitudes and interests. We will start by investigating your areas of interest. Are you interested in mechanical activities, social service, or persuasive activities? Activity #1 should help you become more aware of your interests.

Read the following description of interests and on the form provided for Activity #1 on page 6 indicate your relative interest in each. (Do no begin the work on the form until you have read the entire activity.)

OUTDOOR interest means that you perfer work that keeps you outside most of the time. You would usually be dealing with animals and growing things. Forest rangers, naturalists, and farmers are among those high in outdoor interests.

MECHANICAL interests mean you like to work with machines and tools. This includes such jobs as automobile mechanic, machinists, watchmakers, and engineers.

COMPUTATIONAL interests mean you like to work with numbers. Bookkeepers, accountants, or bank tellers are included in the list of jobs for people who have high interest in this activity.

SCIENTIFIC interest means you like to discover new facts and solve problems. Doctors, chemists, engineers, aviators, and dietitions usually have high scientific interests.

PERSUASIVE interest means that you like to meet and deal with people and to promote projects or things to sell. Most politicians, radio announcers, writers, salesmen, and store clerks have high persuasive interests.

ARTISTIC interest means you like creative work; work you can do with your hands. It is usually work that involves design, color, and materials. Painters, architects, dress designers, and interior decorators all do "artistic" work.

LITERARY interest indicates that you like to read and write. Jobs in this area include novelists, teachers, news reporters, editors, librarians, and drama critics.

MUSICAL interest shows you like going to concerts, playing instruments, singing, or reading about music and musicians.

SOCIAL SERVICE interest indicates a preference for helping people. Teachers, personnel workers, nurses, counselors, and ministers spend their time helping other people.

CLERICAL interest means you like office work that requires precision and accuracy. Bookkeepers, accountants, file clerks, secretaries, statisticians, and traffic managers are included in this area.

If you have already taken an interest survey (Voc. 3.1.2), compare what you feel your interests are with what the survey indicates your interests are. If you haven't responded to an interest survey, check with your Coordinator of Work Experience Education to see if it would be possible to take one. (The KUDER--Strong Vocational Interest Blank or the OHIO Vocational Interest Survey would give you information that would help you in this activity.)

Follow the directions when filling out the form for Activity #1. By doing so, the chart will aid in giving a visual comparison of your interests.

FORM FOR ACTIVITY #1.

INSTRUCTIONS: Use "X" to indicate your feeling in filling out this form at this time.

Use "K" to indicate the level indicated by the Kuder interest inventory.

Use "S" to indicate the level indicated by the Strong Vocational Interest Blank.

Use "O" to indicate the level indicated by the Ohio Vocational Interest Survey.

Note: You are not being asked to take the Kuder, Strong, and Ohio surveys. One of these instruments is sufficient IF one is available to you.

AREA OF INTEREST	Dislike Very Much	Dislike	Neither Dislike nor like	Like	Like Very Much
OUTDOOR					
MECHANICAL					
COMPUTATIONAL					
SCIENTIFIC					
PERSUASIVE					
ARTISTIC					
LITERARY					
MUSICAL					
SOCIAL SERVICE					
CLERICAL					

ACTIVITY #2. In order to be able to compare your aptitudes and interests with your performance in your classes, it will further be necessary to determine what an aptitude is. Reading pages 119 to 122 in the book *Succeeding in the World of Work* by Kimbrell and Vineyard (Published by McKnight and McKnight, Bloomington, Illinois 1970) will provide a beginning point for understanding what an aptitude is. *The Dictionary of Occupational Titles*, U. S. Dept. of Labor, Volume II will also aid in the understanding of this concept. (If this material is not available, discuss the problem with your Coordinator of Work Experience Education and agree upon alternate sources.)

ACTIVITY #3. *The Dictionary of Occupational Titles* lists the following aptitudes with the accompanying description of each: (Page 653 of Volume II, Third Edition)

INTELLIGENCE: General Learning Ability. The ability to "catch on" or understand instruction and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

VERBAL: Ability to understand meanings of words and ideas associated with them, and to use them effectively; to comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs; to present information or ideas clearly.

NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

SPATIAL: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint-reading and solving geometry problems; frequently described as the ability to visualize objects in two or three dimensions, or to think visually of geometric forms.

FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations, and see slight differences in shapes and shading of figures and widths and lengths of lines.

CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.

Activity #3 (continued)

MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

MANUAL DEXTERITY: Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions.

EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

For Activity #3, on the form below, indicate your level on the various scales as you see your aptitudes by placing an "X" in the appropriate section. (Check with your counselor for results of aptitude instruments that you have taken or ask some of your teachers of classes that the aptitude is necessary for. If none of these are available to you, indicate with whom you checked, and what the results were for each aptitude in question #1.)

ACTIVITY #3. NAME OF STUDENT: ______________________________

APTITUDE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
INTELLIGENCE			
VERBAL			
NUMERICAL			
SPATIAL			
FORM PERCEPTION			
CLERICAL PERCEPTION			
MOTOR COORDINATION			
FINGER DEXTERITY			
MANUAL DEXTERITY			
EYE-HAND-FOOT COORDINATION			

ACTIVITY #4. On the form provided for Activity #4 below, ask your counselor to indicate your aptitudes as can be determined from your school record and from test scores that are available to him. You will note that the form for this Activity is the same format as the one you completed for Activity #3.

COUNSELOR FORM

Name of Student: ______________________________

(The student whose name is listed above is making an attempt to compare his aptitudes and interests with his performance in classes currently enrolled in. Please indicate, on the form below, where this student ranks in the aptitudes listed. Use all indicators at your disposal.)

Thank you.

APTITUDE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
INTELLIGENCE			
VERBAL			
NUMERICAL			
SPATIAL			
FORM PERCEPTION			
CLERICAL PERCEPTION			
MOTOR COORDINATION			
FINGER DEXTERITY			
MANUAL DEXTERITY			
EYE-HAND-FOOT COORDINATION			
COLOR DISCRIMINATION			

ACTIVITY #5. Using the two (2) forms you and your counselor have completed in Activities #3 and #4, and using a cassette tape recorder, record your observations in comparing the form completed by your counselor with the form you completed. Pay particular attention to any aptitudinal area where there is a wide difference in the evaluations. Turn the tape and the forms over to your Coordinator of Work Experience Education for evaluation.

ACTIVITY #6. As you have read (Learning Activity #2), you know that to be successful and happy in a job it should agree with both your aptitudes AND interests.

Study your aptitudes and interests carefully. (Activities #1, #3, and #4.)

Using the form provided for Activity #6 below, indicate the aptitudes necessary for success in at least three (3) areas of your interests (Activity #1), and (from Activities #3, #4, and #5) indicate your level of proficiency in each of these aptitudes.

INSTRUCTIONS: Indicate three (3) areas of high interest to you. For each interest, indicate up to five (5) aptitudes that would be required for success in pursuit of that interest. Show how you rate in each aptitude by checking the sections headed: Below Average, Average, or Above Average, as they fit.

Interest #1: ______________________________

Aptitude Required	Below Average	Average	Above Average
1. ______________________			
2. ______________________			
3. ______________________			
4. ______________________			
5. ______________________			

Interest #2: ______________________________

Aptitude Required	Below Average	Average	Above Average
1. ______________________			
2. ______________________			
3. ______________________			
4. ______________________			
5. ______________________			

Activity #6 (continued)

Interest #3: ______________________________

Aptitude Required	Below Average	Average	Above Average
1. ______________________			
2. ______________________			
3. ______________________			
4. ______________________			
5. ______________________			

ACTIVITY #7. Using the form provide for Activity #7 on page 12 of this LAP, list the classes you are now taking. Indicate the grade you are receiving in each class and indicate the aptitudes you know to be necessary for success in that class. Indicate the level of your capability in each aptitude. In the "remark" section, state if you are doing better than you might reasonably expect, doing as well as you might expect, or doing poorly in the class based on your evaluation of aptitudes necessary for success in the class and on your perception of your aptitudes. Spotlight vocational classes or classes directly related to the job you are working at, and your career objective by indicating, in the space headed *relationship*, just how it relates to your present job or to your career objective.

Resources: Kimbrell, Grady, Vineyard, B. S., *Succeeding in the World of Work*. McKnight and McKnight Publishing Company, Bloomington, Illinois 1970.

U. S. Department of Labor, *Dictionary of Occupational Titles*, Volume II, 1965.

Activity #7

CLASS	GRADE RECEIVED	APTITUDES NECESSARY FOR SUCCESS	YOUR LEVEL OF CAPABILITY IN EACH APTITUDE* B/A	A	A/A	REMARKS
1.		1.				
Relationship:		2.				
		3.				
		4.				
		5.				
2.		1.				
Relationship:		2.				
		3.				
		4.				
		5.				
3.		1.				
Relationship:		2.				
		3.				
		4.				
		5.				
4.		1.				
Relationship:		2.				
		3.				
		4.				
		5.				
5.		1.				
Relationship:		2.				
		3.				
		4.				
		5.				

*B/A means Below Average
A means Average
A/A means Above Average

POST TEST

INSTRUCTIONS: Be as complete as is possible in filling out the spaces provided for each item in this Post Test.

1. List the courses you are going to be taking next semester (year). For each class list as many aptitudes and interests as may be necessary for total success in that class. Once you have listed the aptitudes and interests, draw a single line through each you do not possess. Additionally, list as many reasons why that course will help you in seeking your career objective. (Related to Career Objective.)

EXAMPLE:

Class -- Mechanical Drawing
Aptitudes -- Intelligence, Verbal, Numerical, Spatial, Form Perception, Finger Dexterity, Manual Dexterity, and Color Discrimination
Interests -- Mechanical, Computational, Artistic, and Clerical
Related to C.O. (engineering) Course will help develop form perception and spatial aptitude as well as give practice in perceiving objects in one, two and three dimensions.

Class ____________________
Aptitudes: ____________________
Interests: ____________________
Related to C.O.: ____________________

Class ____________________
Aptitudes: ____________________
Interests: ____________________
Related to C.O.: ____________________

Class ____________________
Aptitudes: ____________________
Interests: ____________________
Related to C.O.: ____________________

Class ____________________
Aptitudes: ____________________
Interests: ____________________
Related to C.O.: ____________________

2. Of the classes you are currently taking, cite the one (1) that you are having the most difficult time in. Indicate the aptitudes or interest(s) that are required for more success on your part in this class.

Class: ______________________________

Aptitude that needs to be improved: ______________________

Interest that needs to be at higher level: _________________

3. Based on what you have done in question #1, predict the degree of success you anticipate in your classes next semester (year).

CLASS	DEGREE OF SUCCESS			
	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE

Due to the fact that each item on the Post-Test deals with individual self-evaluation and each individual varies in his ability to do this type of activity, the minimum level of acceptable performance will have to be set by the Coordinator of Work Experience Education.

The Post-Test will be submitted to the Coordinator of Work Experience Education for his evaluation.

On page 18 of this LAP, you will find I-DEAS (In-Depth Educational Activities) that are designed to help you evaluate your potential for outstanding performance in courses you have yet to take. These activities are optional and should be completed only with the approval of your Coordinator of Work Experience Education.

POST-TEST (Scoring Key)

All responses on the Post-Test will vary, depending upon the specific responses of the students involved. The person doing the evaluating will have to be on top of the D.O.T. classifications as well as the interest areas of the various surveys available for use.

I-DEAS

1. Illustrate three (3) or more of your interests with drawings or pictures from magazines or newspapers, or photographs that you may take. Present these on a bulletin board, chart, poster, or in a notebook. Write a description of what the picture indicates. Include the job title and what is being done in the picture. Indicate the aptitudes that are required to be "good" at that activity.

2. Make a list of all the classes offered in your school that you feel are of value to a person who is pursuing your career objective. Indicate as many reasons as you can, for each class, that would make it relevant to you. Also indicate if your interests and aptitudes would indicate the probability of your doing well in each. (Because of the possible large number of classes in the category indicated in this activity, a separate form will not be provided. Below is a suggested format for this activity.)

Class Relevant to my Career Objective	Reasons I think this class will/would be beneficial for persons pursuing this objective	My aptitudes and interests would indicate I would do well in this class.	
		Yes	No

3. Write a course outline for a class that would be directly related and have 100% relevance to your career objective. Include: Name of Title of the course, a statement of goals, and in outline form, the major and supporting modules of instruction.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify hobbies that relate to your career choice.
2. Identify hobbies that you might be interested in, based on the type of activity and location in which the hobby is performed.
3. You will pick two (2) hobbies that are of interest to you, based on the results of the interest inventory you have taken in LAP 3.1.2.
4. You will develop a display describing these hobbies.

RATIONALE

This LAP is designed to help you understand that hobbies are avocational in nature, and that those hobbies you are most interested in might be the occupational areas of interest that you like the most.

DIRECTIONS

In this LAP you will study a list of approximately 100 hobbies. From this list, you will choose two (2) that relate to your career choice. You will gather, organize, and display information about these hobbies to your satisfaction and the satisfaction of your Work Experience Education Coordinator.

PRE-TEST

INSTRUCTIONS: The first question is in short essay form.

1. How do hobbies relate to your interests, aptitudes, and career expectations?

____

____

____

____

____

____

____

____

(Scoring -- 20 points and should cover items indicated in Key on page 5.)

2. Could a hobby become a career? _______ If yes, give an example.

____

____

____

(Scoring -- 10 points; individual responses may vary.)

3. How might your hobbies influence your choice of a career?

____

____

____

____

(Scoring -- 10 points - Value based on completeness of response.)

4. List at least four (4) hobbies that you have either participated in, or would like to participate in if you had the opportunity; and list occupational interest areas that are compatible with these hobbies.

Example: Hobby: Raising African Violets

Interests: Outdoors (even though this is an indoor activity)
Scientific
Artistic

A. HOBBY: ____________________

INTERESTS: ____________________

____

____

B. HOBBY: ____________________

INTERESTS: ____________________

____

____

C. HOBBY: ____________________

INTERESTS: ____________________

____

____

D. HOBBY: ____________________

INTERESTS: ____________________

____

____

(Scoring -- 4 points for each hobby including interest -- total for this item is 16 points)

All students will complete this LAP regardless of score on Pre-Test.

PRE-TEST (Scoring Key)

1. Response should include:

   a. The same interests you show in your everyday activities; find an outlet in the hobbies in which you are involved.

   b. Generally, the hobbies you are most active in are those which you can perform well. Not many people will take the time or get emotionally wrapped up in activities that require a great deal of vigor just as a means of self-discipline.

   c. In many instances, it is possible that basic activities, knowledge, and skills that are requisite to a given hobby could be major components of a career you might want to pursue.

2. Yes. Example: A person whose hobby is model railroading could go, (and often **has** gone) into this and other model building activities from the commercial standpoint. (Shop owners)

3. Response will vary, depending on disposition of student. Should say something about:

   1. interests
   2. abilities
   3. aptitudes
   4. values

4. Response will vary. Allow 1 point for each acceptable inclusion.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Students will complete all the activities.

ACTIVITY #1. A definition of the word "hobbies," taken from Corbin's book, Recreation Leadership,[1] is as follows: "Hobbies are favorite interests which one pursues during one's leisure moments for the satisfactions that accrue from taking part." We note that hobbies are INTERESTS. We would not pursue them if we were not INTERESTED in them. With this in mind, and the fact that you are enrolled in Vocational Work Experience Education and have made a tentative career choice, select at least six (6) hobbies from the list below that are related to your career choice, and rank them from 1 to 6, according to your greatest interest. Number 1 will be the most interesting and number 6, the least interesting to you. Because these hobbies must relate to your career choice, you need not have been involved in all or any to this point in time. (Use the form provided for Activity #1 on page 7 for your ranking.)

ARCHERY
BADMINTON
BAITCASTING
BASEBALL
BASKETBALL
BOCCI
BOWLING
BOXING
CROQUET
FENCING
FOOTBALL
GOLF
GYMNASTICS
HANDBALL
BILLIARDS
SOCCER
VOLLEY BALL
BINGO
CARDS
FLYING
CHESS
CRIBBAGE
DINNERS
DOMINOES
FOLK DANCING
DANCING
SWIMMING
TENNIS
TETHER BALL
TUMBLING
HOCKEY
PING PONG
SOFTBALL
BICYCLING
BOATING
CHECKERS
CANOEING
FISHING
HIKING
HUNTING
ICE SKATING
ASTRONOMY
SAILING
SKIING
SPEEDBOATING
PUPPETRY
RIDING HORSES
FIREARMS
TRAIL RIDING
GEOLOGY
ACTING
MUSIC
BOBSLEDDING
BASKETRY
BIBLE STUDY
CAMERA
COIN COLLECTING
COOKING
CRAFTS
CROCHETING
DEBATE
DOGS
PAINTING
HORSESHOES
SKATING
WRESTLING
BOTANY
DRAWING
EMBROIDERY
FIRST AID
GARDENING
GLASS COLLECT.
KITE MAKING
LEATHER CRAFT
LINOLEUM BLOCK PRINT.
METAL CRAFT
MODEL MAKING
NEEDLECRAFT
PRINTING
SCULPTURE
POLO
SHUFFLEBOARD
WEIGHT LIFTING

List others that you may have that are not on this list.

References and Resources:

1. Corbin, H.D., Recreation Leadership, Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1970 Pg. 196

List these hobbies on the form provided for Activity #1, and indicate on that form if these hobbies correspond to the interests you displayed on the interest inventory you completed in an earlier LAP 3.1.2.

FORM FOR ACTIVITY #1

HOBBY	DOES THIS CORRESPOND WITH INTEREST AS INDICATED ON INVENTORY?	STATE THE INTERESTS IT RELATES TO - AS PER THE INVENTORY YOU TOOK PREVIOUSLY
First Ranked		
Second Ranked		
Third Ranked		
Fourth Ranked		
Fifth Ranked		
Sixth Ranked		

ACTIVITY #2. List again the hobbies that you listed in Activity #1. Study this list. Are these hobbies such that you get quick satisfaction in accomplishment in working on it, or do periods of time have to lapse before growth and satisfaction of accomplishment can be felt or seen?

HOBBIES:	A	B	C	D

Check the line as indicated by the following scale:

A - can be quickly satisfying.
B - can be satisfying after a minimum period of involvement.
C - can be satisfying after an average period of involvement.
D - can be satisfying only after a great deal of time and effort.

ACTIVITY #3. Can you relate the information in Activity #2 to your career choice? In other words, do you need quick satisfaction and gratification from results, or can you wait over a period of time for results? Write a 150 to 200 word statement elaborating your answer in the space below and on the next page.

ACTIVITY #4. As you are currently enrolled in Vocational Work Experience Education, you have either taken a specific vocational class or you have made a career choice. On the line below, indicate what your career choice is:

____

Indicate two (2) hobbies directly related to this career (by activity, interest, and ability required for success and satisfaction.)

Hobby 1: ________________________________

Hobby 2: ________________________________

Take a picture to illustrate these hobbies. Place each picture on a 22" x 28" poster board and, with written description or drawn illustration, indicate:

1. what is being done
2. where it is being done
3. special equipment or materials or resources required
4. number of people necessary to perform
5. estimated annual cost
6. specific skills, interests, values, and aptitudes required

POST-TEST

INSTRUCTIONS: Complete the Post-Test as indicated. For question #2, use a separate sheet of paper and respond in the format indicated.

1. List six (6) hobbies that you have, or would like to participate in. Indicate the general area(s) of interest for each hobby, and indicate whether this is a high (2), average (1), or low (0) interest level as far as you are concerned.

HOBBY	Areas of interest relative to this hobby	Your level of interest 2, 1, or 0
	1.	1.
1.	2.	2.
	1.	1.
2.	2.	2.
	1.	1.
3.	2.	2.
	1.	1.
4.	2.	2.
	1.	1.
5.	2.	2.
	1.	1.
6.	2.	2.

(Scoring - 2 points for each hobby; 1 point for each interest and level indicated up to 2 for each hobby.)

2. For each of these six (6) hobbies, list the following:

   a. initial cost of equipment (average)
   b. average monthly costs after initial outfitting
   c. locations where activity is pursued
   d. estimated time involved -- monthly
   e. estimated time for you to become efficient if efficiency is involved. (You set your own standard. An example might be to average 85 strokes of 10 rounds of golf.)

Hobby #1: ______________________________

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Hobby #2: ______________________________

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Hobby #3: ______________________________

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Hobby #4: ______________________________

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Hobby #5: ______________________________

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Hobby #6: ______________________________

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

(Scoring - award two (2) points for each hobby indicated and two (2) points for each item requested for each hobby.)

Minimum level of acceptable performance on this Post-Test is 100.

If you receive a score of 115 or better, see your Coordinator about the possibility of working on one or more of the In-Depth Educational Activities (I-DEAS) listed on page 15 of this LAP.

POST-TEST (Scoring Key)

1. Award 2 points for each hobby listed.

   Award 1 point for each area and level of interest listed up to two points for each hobby.

   Possible 36 points total here.

   Each will have to be scored on its individual merit.

2. Award 2 points for each hobby indicated, and 2 points for each item requested for each hobby. Don't be too picky, but the responses should be meaningful.

   Total maximum for each hobby is 12 points.

   Total maximum for this item is 72 points.

   Total possible points for the test is 128.

I-DEAS

1. Prepare a demonstration or an exhibit (for your class or classroom) based on one of the six hobbies that interest you most. Discuss the details with your Work Experience Education Coordinator. Be certain to bring out the interests that are involved.

2. Pursue a hobby or leisure-time activity that is new to you and indicate: (1) the equipment needed, (2) professional or semi-professional assistance needed, (3) costs of the activity, (4) locations where activity is performed and (5) a detailed explanation of what is done when one does this sort of thing.

3. IF there is a hobby show in your area, volunteer to help with the organization and running of the show. Tape a description of the things you do relative to the show, and play the tape for your class.

4. Visit a hobby shop and get permission from the proprietor to survey his customers. Ask the following questions:

   a. What is your regular occupation?
   b. What hobby are you pursuing?

   Conduct this survey for five (5) days -- two (2) hours each day. Summarize the results of the survey by numbers of people in specific occupational fields who are pursuing given hobbies.

   Example: Businessmen (of 56 surveyed)

   9 are model railroaders
   11 are golfers
   21 build model airplanes
   8 are bowlers
   6 are amateur artists
   2 are fishermen

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.5 From a list of twenty (20) values, rank them according to their importance to you. Identify one or more persons that you know who share your top six (6) values.

NOTE TO THE STUDENT

By the time you complete this LAP you will:

1. Identify and rank some of your own values.
2. Identify friends who share your values.
3. Apply your values to career choice.

RATIONALE

This LAP is designed to help you identify your values and identify others with the same values.

DIRECTIONS

In this LAP you are to:

1. Define values.
2. Identify from suggested values your stronger ones.
3. Identify people with similar values.
4. Apply your values to a career choice.

PRE-TEST

1. Define the term "values."

____

____

(Scoring -- 10 points)

2. Identify three (3) values that you feel strongly apply to you.

A. ____

B. ____

C. ____

(Scoring -- 5 points each, up to 15)

3. Identify three (3) people who hold similar values. (These need not be friends.)

A. ____

B. ____

C. ____

(Scoring -- no points)

4. How can your values cause you to reject certain career choices?

____

____

____

(Scoring -- up to 15 points for a good answer)

5. What value or values most caused you to select your present career choice?

____

____

____

____

(Scoring -- up to 20 points, 5 points for each value)

If you score 45 points or better on the Pre-Test, you do not have to complete this LAP. Return the package to your Coordinator of Work Experience Education and you will be assigned a different package.

PRE-TEST (Scoring Key)

1. Answer must contain some of the ideas listed below:

   A. something intrinsically valuable
   B. a firm, conscious or unconscious belief in the worth of an idea or feeling
   C. the object of an action
   D. things we think are important

2. Correctness must be accepted by the Coordinator of Work Experience Education.

3. Accept valid response.

4. (As example). Religious values might cause you to reject occupations in alcoholic beverage and related occupations.

5. Accept valid response.

The accompanying list is provided to aid in evaluating responses in the Pre-Test.

Common Values:

Achievement
Approval
Authority
Autonomy
Benevolence
Competence
Conformity
Courage
Creativity
Decisiveness

Dependence
Dignity
Equality
Freedom
Humanism
Identity
Independence
Individualism
Justice
Knowledge
Leadership
Learning

Life
Life Style
Love
Pleasure
Reasoning
Recognition
Respect
Responsibility
Security
Self Determination
Support
Thought
Understanding

LEARNING ACTIVITIES AND RESOURCES

Do all of the Activities.

Our value system is molded by many factors: the way we were raised, the religion of our parents, their attitudes, the things they hold important, etc. As we grow older, we may modify our values based on our experiences and needs. Our friends, acquaintances, employer, fellow employees, all aspects of the world around us have a bearing on the formulation and modification of our values.

Definitions of the term "values" vary from a concern with consideration of only feelings or ideas to consideration of the value of objects or of all things that are of importance to us as individuals.

Webster defines value as "something intrinsically valuable or desirable." Intrinsically means independent of all other factors -- it stands on its own merit.

Brammer and Shostrom in "Therapeutic Psychology" defines values as "A firm conscious or unconscious belief in the worth of an idea or feeling."

Ben Ard, Jr. in "Counseling and Psychotherapy" says, "a value is the object of an action."

Kimbrell and Vineyard in "Succeeding in the World of Work" indicate "values are those things we think are important."

ACTIVITY #1. Using any resource available to you, find a definition or statement of what a value is -- a statement that, as nearly as possible, fits your understanding of a value. Please use the following space to indicate your response. (If you can formulate a reasonable response without the aid of resources, do so.)

Resource used: ________________________________

____

Your definition or statement that says what a value is:

____

____

____

ACTIVITY #2. Below is a list of twenty (20) values -- the number 20 is arbitrary and is used to limit the length of the list. This list is not meant to include all values, nor is it an attempt to exclude any. However, for the purpose of this Learning Activity Package, react only to those values that are in the list. It is understood that you may very well hold some values in areas that are not covered here. (The parenthetical statements are provided to give you one example of the potentially unlimited number of concepts for each value.)

VALUE

1. Achievement
   (Accomplishing some desired goal)
2. Courage
   (To persevere against odds)
3. Creativity
   (Ability to originate new ideas or concepts)
4. Decisiveness
   (Characterized by decision-making)
5. Equality
   (The state of being equal)
6. Freedom
   (Exemption from external control)
7. Humanism
   (Characterized by tenderness and compassion for the distressed)
8. Identity
   (Who you are as a person)
9. Justice
   (Dealing with, or treatment of, persons in a just manner)

10. Leadership
(Valuing the qualities that place one in the role of a leader)
11. Learning
(The process of acquiring knowledge)
12. Life
(The value of all living things)
13. Life Style
(Living life as one wishes)
14. Love
(Strong affection for another)
15. Pleasure
(Satisfaction derived from that which is to one's liking)
16. Reasoning
(Weighing all factors in decision-making)
17. Respect
(Regard for others' ideas and values)
18. Responsibility
(To be held accountable for something)
19. Security
(Freedom from care, apprehension, or doubt)
20. Understanding
(The quality of personal interpretation)

Study the values listed above and rearrange them in order of your preference. The value that is most important to you should be placed on line 1; the one least valuable to you is placed on line 20.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

If you strongly hold any values that are not mentioned here, list them in the space provided below.

1. ______________________________
2. ______________________________
3. ______________________________

ACTIVITY #3. Of all your friends and acquaintances, list three (3), by name, whom you think would have the same values you did within their first six (6). (Their ranking does not necessarily have to be in the same order.)

1. ______________________________

2. ______________________________

3. ______________________________

ACTIVITY #4. Give the list in Activity #2 to 15 people and ask that they rank the values in order of their importance. Study the results to determine if any of the 15 people had the same first six (6) values as you. (They do not have to be in the same order.) (If at all possible, be certain the list is given to those people identified in Activity #3.) List below the people who selected the same first six (6) values that you did.

____

____

____

____

____

ACTIVITY #5. In order to place these activities in perspective with your career choice, ask at least three (3) people who are working at your career choice to rank the values in the list. Make an item analysis of the responses in groups of five (5) values ... That is, the number of values that you and they include in your first five (5), the number you have in common in the second, third, and fourth groups of five (5) values. Use the form on page 8 for this item comparison.

EXAMPLE: Number of items that were the same as your ranking.

	self	Career Person 1	Career Person 2	Career Person 3
First 5	5	2	1	4
Second 5	5	4	3	4
Third 5	5	4	2	5
Fourth 5	5	5	1	3

The example indicates that the first person who ranked the values ranked two of the values listed in your first five in his first five, four of the values listed in his second five were in your second five; this same situation developed in the third group of five values. You both listed the same five values in your last group of values.

Form for Activity #5

Number of items that correspond with your ranking.

	Self	Career Person	#1	#2	#3	#4**	#5	#6
First 5	5							
Second 5	5							
Third 5	5							
Fourth 5	5							

**Space indicated for more than three (3) samplings if you wish to use a greater sample.

Do you find someone whose values differ greatly from yours -- as in number 2 in the example? Yes_____ No_____
What reasons could you give for this?

____

____

____

____

ACTIVITY #4. Would you say that values greatly affect one's selection of a career? How? Why? Indicate which of your values had an influence in the selection of your present career objective. (Answer the three (3) questions and the career objective selection involvement in a two-page statement that is to be turned in to your Coordinator of Work Experience Education.

Resources:

1. Ard, Ben N. Jr. (Editor) Counseling and Psychotherapy, Classics On Theories and Issues, Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306
2. Brammer, L.M., and Shostrom, E.L., Therapeutic Psychology. Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1960.
3. Kimbrell, Grady, and Vineyard, Ben S., Succeeding In the World of Work, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970
4. Webster, Marian, Webster's Collegiate Dictionary, 5th Edition, G and C. Merrian Company Publishers, 1945.

POST-TEST

1. Define the term "values." ______________________________

____

(Scoring -- 10 points)

2. Identify three (3) values that you feel strongly apply to you.

A. ____

B. ____

C. ____

(Scoring -- 5 points each, up to 15)

3. Identify three (3) people who hold similar values. (These need not be friends.)

A. ____

B. ____

C. ____

(Scoring -- no points)

4. How can your values cause you to reject certain career choices?

____

____

____

(Scoring -- up to 15 points for a good answer)

5. What value or values most caused you to select your present career choice?

____

____

____

____

(Scoring -- up to 20 points, 5 points for each value)

Minimum level of acceptable performance is 45 points. Coordinator of Work Experience Education may suggest that you continue in this area by working on I-DEAS.

POST-TEST (Scoring Key)

1. Answer must contain some of the ideas listed below:

   A. Something intrinsically valuable
   B. A firm conscious or unconscious belief in the worth of an idea or feeling
   C. The object of an action
   D. Things we think are important

2. Correctness must be accepted by the Coordinator of Work Experience Education.

3. Accept valid responses.

4. (As example). Religious values might cause you to reject occupations in alcoholic beverage and related occupations.

5. Accept valid response.

Note: List of values included in Pre-Test Scoring Key may be of value in scoring the Post-Test.

I-DEAS

1. Select five (5) of your favorite teachers and five (5) who are not favorite, and ask them to rank the values listed in Activity #2. Is there a similarity of ranking among favorite teachers? Yes_____ No_____. Were the values ranked similar to yours? Yes_____ No_____. Was there a similarity among the non-favorite teachers? Yes_____ No_____. Were the ratings of the non-favorites similar to yours? Yes_____ No_____.

For I-DEAS #2 and #3, check with your counselor to see if the materials are available.

2. If available, take the Allport-Vernon-Lindzey "Study of Values." This is a scale for measuring dominant interest in personality. (By using the hand-scored edition, immediate results will be available.) Compare your results with the tables of occupational norms provided to determine if the profile of your results is similar to any of the occupational groups indicated.

   Resource: Allport, Vernon, Lindzey "Study of Values"
   Houghton Mifflin Company, Palo Alto, 1960

3. Another inventory that deals strictly with work values is Donald Super's "Work Value Inventory." This instrument was developed to meet the needs of assessing the goals which motivate man to work. This, too, may be hand-scored for immediate results. Take this inventory and ask your counselor to help you interpret the results.

   There are no comparative norms for this inventory. It provides a look at individual assessment in the value areas indicated in the inventory.

   Resource: Super, Donald E. "Work Values Inventory"
   Houghton Mifflin Company, Palo Alto, 1970

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE

# ________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Chart preferences for working with people, ideas, things, or combinations of these.
2. Identify some occupations that fit these preferences.

RATIONALE

This LAP is designed to help you determine if you prefer to work with people, ideas, things, or a combination of these. Job relationships such as these are as important for you to understand as the specific aptitudes necessary for mastery of the skill aspects of a given job.

DIRECTIONS

In this LAP you will determine if you prefer to work with people, ideas, things, or a combination of these aspects of a job; you will indicate a total of 21 specific jobs and tell which of these aspects or combinations of these aspects are of prime consideration in each.

PRE-TEST

(Pretest may be either written or recorded)

1. List 3 sources available to you in determining whether your interests involve job aspects of data, people, things, or a combination of these.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Do you prefer to work with people _______, data _______, things _______, or a combination of these _______? (Check the appropriate aspect.) If you checked combination indicate the combination(s)

   ______________________, ______________________,

   ______________________, ______________________.

3. Indicate the basis for your answer to #2 by checking and completing the appropriate item.

   ____a. Your own feelings.

   ____b. Personal experience. What experience? __________

   ____

   ____

   ____c. Completed Interest Survey. Name of Survey is ____

   ____

4. Tell whether your success or lack of success in the classes you are now taking indicates interest in data, people, ideas, or a combination of these.

   ____

   ____

   ____

   ____

   ____

Minimum level of performance for skipping the LAP is a score of 15. Return pre-test to the work experience coordinator for scoring before continuing.

PRE-TEST (Scoring Key)

1. a. KUDER Preference Record

   b. Strong Vocational Interest Blank

   c. Ohio Vocational Interest Survey

   (any other interest survey that indicates people, data, or thing involvement)

   5 points for each correct response up to three (3)

2. No point value -- Deduct 1 point if combination is checked and that combination is not indicated.

3. If a is checked give no point credit

   If b is checked give no point credit (deduct one point if type of experience is not noted.)

   If c is checked give no point credit (deduct one point if name of survey is not indicated)

4. No point value -- (deduct 1 point for each class student is taking that he/she does not give adequate response for)

Total possible score is 15

LEARNING ACTIVITIES AND RESOURCES

Instructions: Do Activities 1 or 2 and 3.

1. If the interest inventory you took in 3.1.2 has a scale for determining or ranking your interests in terms of working: (a) with people, (b) with ideas, (c) with things, or (d) a combination, use these ratings for your stronger Preferences to complete the chart provided for Activity #1 on page 6 of this LAP.

2. If the interest inventory did not cover a rating in a, b, c, or d, or if you were allowed to skip the LAP for Performance Objective 3.1.2, secure an inventory from your counselor or work experience education coordinator and complete it, have it scored, and then use the form provided for Activity #1 on page 6 of this LAP to chart the picture of your preferences.

3. Identify three (3) occupations that you might consider if you prefer working with data, three occupations that are primarily concerned with people, and three that are concerned with things, and three occupations for the various combinations of the people, data, thing aspects of the work world. Use the form provided for Activity #3 on page 7 of this LAP. Sources of information would include: the Dictionary of Occupational Titles, U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; The Occupational Outlook Handbook, U.S. Department of Labor, the Bureau of Labor Statistics and the Ohio Vocational Interest Inventory, student printout available through Harcourt, Brace and Javanovich, San Francisco, California.

FORM FOR

ACTIVITY 1 (or 2)

Use an (x) to indicate the degree of preference for working with these various aspects of the work world as indicated by the interest inventory you responded to.

	HIGH	AVERAGE	LOW
PEOPLE			
IDEAS			
THINGS			
PEOPLE - IDEAS			
PEOPLE - THINGS			
IDEAS - THINGS			
PEOPLE - IDEAS - THINGS			

FORM FOR

ACTIVITY #3

Identify 3 occupations that indicate a preference need for each aspect of involvement: data, people, things, or the various combinations as indicated.

OCCUPATIONAL TITLE

DATA
1. ______________________________
2. ______________________________
3. ______________________________

PEOPLE
1. ______________________________
2. ______________________________
3. ______________________________

THINGS
1. ______________________________
2. ______________________________
3. ______________________________

DATA-PEOPLE
1. ______________________________
2. ______________________________
3. ______________________________

DATA-THINGS
1. ______________________________
2. ______________________________
3. ______________________________

PEOPLE-THINGS
1. ______________________________
2. ______________________________
3. ______________________________

DATA-PEOPLE-THINGS
1. ______________________________
2. ______________________________
3. ______________________________

POST-TEST

Secure the Pre-Test from your work experience education coordinator.

1. Based on the information given by the interest inventory do you still see yourself as you did on Pre-Test Item #1? Yes _______ No __________.

   If you responded no to the above indicate the specific differences you are aware of and attempt to account for these differences.

   ____

   ____

   ____

   ____

   ____

2. Indicate 3 sources available to aid you in determining what types of involvement you prefer: people, data, things, or any combination thereof.

   a. ____

   b. ____

   c. ____

3. In a brief statement indicate why you know it is important to consider your interests as well as your aptitudes when considering career possibilities.

   ____

   ____

   ____

   ____

   ____

   ____

   Minimum level of acceptable performance for completing this Performance Objective is 90% of maximum points available on Post-Test.

   If you scored 95% or better see your Work Experience Education Coordinator about the possibility of working on one or more of the In-Depth Educational Ideas.

POST TEST SCORING KEY

1. The quality of response to this item will have to be determined by the work experience education coordinator.

2. KUDER Preference Record

   Strong Vocational Interest Blank

   Ohio Vocational Interest Survey

   (or any other interest inventory that reports results in people, data, or thing aspects.)

   3 points for each correct response up to 3 correct responses

3. Quality of response must be determined by the work experience education coordinator.

Total points available excluding 1 and 3 is nine (9). Determine suitable maximum scores for Items 1 and 3 and add to total possible for Item 2. Minimum acceptable performance should be 90% of total possible.

I-DEAS

1. After determining areas of preference of working with people, data, things, or combination, list 15 occupations that are in keeping with your preference. (Use the form provided for I-DEA #1 on page 11 of this LAP.) In the second column indicate the specific interest that is related to this occupation and in the third column indicate, by using an (x), if this interest is the basic interest needed for that occupation.
(Remember - the areas of interest include: Outdoor, Clerical, Social Work, and the like.)

2. Visit and observe 2 places of employment that meet both your preferences and your interests. (Refer to chart for Idea #1, page 11)

   Make a form that would indicate at least the following:

   Job Title?
   Data, People, or thing involvement?
   Possibilities for advancement?
   Training required?
   Education required?
   Any other data that you may feel you need to know
   to help you in your self-evaluation.

3. Illustrate, diagram, or photograph a minimum of 6 job duties of 3 occupations that involve (mainly) working with people, 6 job duties of 3 occupations dealing primarily with data. Do the same for occupations that deal with things and the various combinations of these aspects of work.

FORM FOR

I-DEA #1

OCCUPATION	INTEREST	IS INTEREST AS INDICATED IN COL. TWO BASIC TO YOU AS AN INDIVIDUAL?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range gaols.

Performance Objective: 3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would like to complete. Give at least three (3) reasons for your answer.

NOTE TO THE STUDENT

By the time you complete this LAP you will have:

1. Reviewed your overall high school achievement record.
2. Reviewed your high school attendance record and noted any areas of specific attendance problems.

RATIONALE

This LAP is designed to help you become more aware of your willingness to pursue a goal and to perform those acts necessary to attain that goal.

DIRECTIONS

In this LAP you will complete an analysis of your school achievement and indicate your grade point average in the major fields of your school curriculum. You will plot your achievement and attendance in a manner that will enable you to determine if your attendance had an effect on your achievement, and you will indicate areas of education and training beyond high school that are required for your career objective and whether you feel you are willing to make the effort to achieve that goal.

PRE-TEST

1. Over the last full school year how many days were you absent?

   ______________ days

2. Did you miss some classes more than others? Yes ____ No ____

   Indicate class(es) and why

   Class ____________________________ Why __________________

   ____

   Class ____________________________ Why __________________

   ____

3. List the classes you did better than average in last year.

   a. ________________ b. ________________ c. ________________

   d. ________________ e. ________________ f. ________________

4. At this point in time, what is your career objective? ___________

   ____

5. Does this goal require continued education or training beyond high school?

   Yes ________ No. ________

   a. If yes, how much? ____

   b. If yes, where can you get the education or training required?

   ____

All students must complete this LAP regardless of pre-test score.

PRE-TEST SCORING KEY

1. Obtain data from attendance office. Score 20 points if perfect and deduct 2 points for each day of variance between what student reports and actual number of days absent.

2. This information probably is not available from attendance; therefore, student's response will have to be taken on face value unless your school has some provision for recording period absence. (Give no points for this.)

3. For each class determining grades and if class listed had grade of:

   A give 3 points
   B give 2 points
   C give 0 points
   D deduct 2 points
   F deduct 3 points

   Maximum possible here is 3 times number of classes indicated.

4. Any realistic response from "I haven't made up my mine." to geophysicist will have to be accepted. (No points)

5. Depends on answer to number 4.

Point values for items one and three only.

ACTIVITIES

Complete Activities 1, 2, 3, and 4

1. Using the form provided for Activity 1 on page 6 of the LAP, list your overall high school achievement record. Indicate by subject matter areas as indicated on the form.

2. The attendance clerk in your school will be able to check your attendance record for you. How many days of school did you miss last year? __________

   Why have you missed? Illness? Lack of interest?

   ____

   ____

   Have you missed specific classes more than others? __________
   Which classes? ______________________________
   Using the form provided for Activity 2 on page 7 of this LAP, draw a line graph of your attendance in each of the areas listed in Activity 1 and superimpose on this the graph of your achievement by grade point average as determined in Activity 1.

3. Using the form provided for Activity 3 on page 8 and by using any resource available to you, indicate what subject areas are required in advanced study (beyond high school) for your career objective.

4. Study the results of Activities 1, 2, and 3 and indicate for each unit of education and/or training you listed in Activity 3 if you feel you would be able to complete the requirements.
   List at least three reasons for each positive or negative response. (Use the form provided for Activity 4 on page 9 of this LAP.)

   Example:

EDUCATION AND/OR TRAINING REQUIRED BEYOND HIGH SCHOOL	DO YOU FEEL YOU ARE GOING TO BE WILLING AND ABLE TO COMPLETE THESE REQUIREMENTS (YES, NO)
1. 9 months of welding	Yes
2.	
3.	

   REASONS FOR YOUR STATEMENTS ABOUT COMPLETING THESE REQUIREMENTS

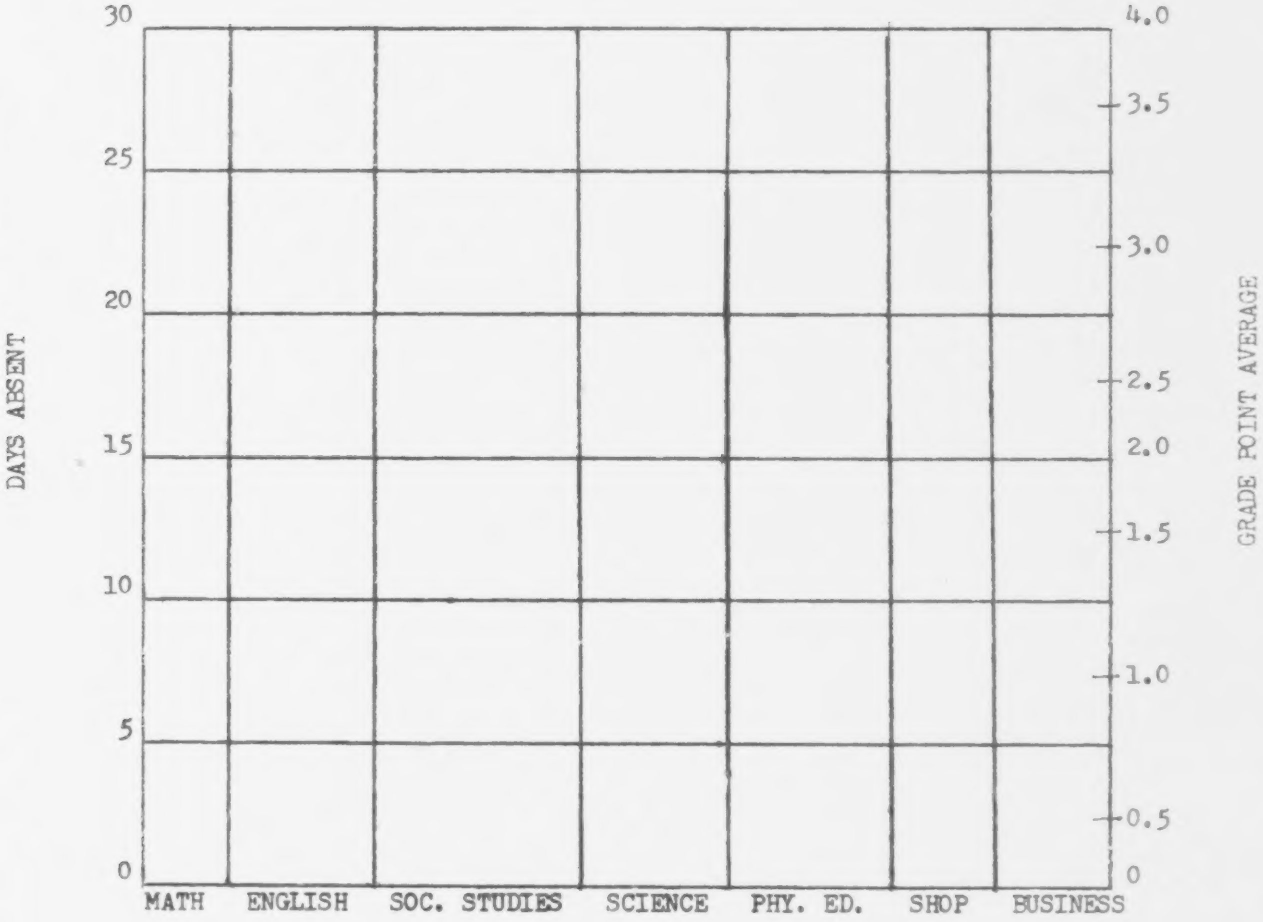
   1. a. I have done well in metal shop.
      b. I like working with metal.
      c. My attendance has been regular with little absences.

FORM FOR ACTIVITY #1

SUBJECT MATTER AREA	NUMBER OF SEMESTER CREDITS	GRADE POINT AVERAGE
MATH		
ENGLISH		
SOCIAL SCIENCE		
SCIENCE		
PHYSICAL EDUCATION		
SHOP COURSES (include arts & crafts)		
BUSINESS		
OTHER		

FORM FOR ACTIVITY 2

(Do this for the last school year only)



FORM FOR ACTIVITY 3

Indicate career objective ______________________________

For this objective the following education and/or training beyond high school is required

EDUCATION AND/OR TRAINING BEYOND HIGH SCHOOL	IS THIS AN AREA OF HIGH LEVEL OF ACHIEVEMENT ON YOUR PART?	WAS YOUR ATTENDANCE PERFECT OR BELOW AVERAGE IN THIS AREA IN HIGH SCHOOL?
9 months of welding i.e. requires	No	Average

FORM FOR ACTIVITY 4

EDUCATION AND/OR TRAINING
REQUIRED BEYOND HIGH SCHOOL

DO YOU FEEL YOU ARE GOING
TO BE WILLING AND APLE TO
COMPLETE THESE REQUIREMENTS
(YES, NO)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

REASONS FOR YOUR STATEMENTS ABOUT COMPLETING THESE REQUIREMENTS:

1. a. ______________________________
   b. ______________________________
   c. ______________________________
2. a. ______________________________
   b. ______________________________
   c. ______________________________
3. a. ______________________________
   b. ______________________________
   c. ______________________________
4. a. ______________________________
   b. ______________________________
   c. ______________________________
5. a. ______________________________
   b. ______________________________
   c. ______________________________
6. a. ______________________________
   b. ______________________________
   c. ______________________________

POST TEST

1. State your career objective ______________________________

2. Does your career objective suggest post high school education or training?

Yes ________ No ________

3. List three areas of post high school activity suggested and indicate length of time required.

AREA	TIME INVOLVED
a. ____________________	______________________
b. ____________________	______________________
c. ____________________	______________________

4. Give four reasons why you feel you are (or are not) going to be able to complete the post high school education or training suggested.

a. ____

____

b. ____

____

c. ____

____

d. ____

____

Minimum acceptable level of performance is 80% of possible total of 40 points.

If you score 36 points or more check with W.E.E. Coordinator for possible work on IDEAS listed on page 12 of this LAP.

POST TEST (SCORING KEY)

1. Five points for any reasonable response.

2. Five points for correct response based on Item #1.

3. Three points for each area suggested and three points for each time indicated for a maximum of three each (Total possible is 18 points - modify if suggested areas are less than three.)

4. Three points for each reason given based on attendance and achievement. (Twelve maximum)

Total points = forty points maximum.

I-DEAS

1. Interview someone who works in the occupation you are interested in -- Tape the interview, make tape available to W.E.E. Coordinator or career center for future use.
    a. Prepare questions to ask ahead of time -- covering achievement in subject matter areas, etc.
    b. Discuss questions with instructor before conducting the interview.

2. Prepare display or exhibit for career development center on areas and levels of needed achievement in your selected occupation.

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.2 Explore the current and emerging opportunities for employment in your present assignment and for advancement within related occupations.

Performance Objective: 3.2.1 Identify opportunities for employment in your present career station and one other based on: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years in your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Department of Labor, HRD bulletins, and other library sources.

NOTE TO THE STUDENT

By the time you complete this LAP you will have:

1. Become acquainted with sources for information regarding job outlook and opportunities.
2. Secured information on present and future prospects in two job stations.

RATIONALE

This LAP is designed to help you analyze present and future employment opportunities in your current career station and one other career station of your choice.

DIRECTIONS

In this LAP you will analyze and graph for two career stations local, state, and national, current need and future prospects for employment. You will write to various sources and request information that will be of benefit in completing this LAP.

PRE-TEST

1. Indicate your current job title. ____________________
   Is your job considered an emerging occupation? ______ a declining occupation? ______ or is it static? ______ (Check the appropriate space.)

2. Name three occupations in which job opportunities have declined in the past ten years.

   a. ____________________

   b. ____________________

   c. ____________________

3. Name three occupations in which job opportunities have increased in the past ten years.

   a. ____________________

   b. ____________________

   c. ____________________

4. As specified in Occupational Outlook Handbook, what percent of growth will occur in the areas indicated below in the next five years? (Growth as opposed to replacement.)

   Services? ______ Semiskilled? ______ Unskilled? ______

5. The need for registered nurses will exceed the need for engineers in the next five years.

   True __________ False __________

Question 1 is worth 5 points.
Question 2, 3, and 4 are worth 15 points each.
Question 5 is worth 5 points.
The minimum acceptable level of performance to skip this LAP is 45 points.

PRE-TEST (SCORING KEY)

1. Give five points for correct response.

2. Five points for each correct response.

3. Five points for each correct response.

4. Employment growth in service areas will increase by over 100% in the next five years.

   Employment growth in semiskilled areas will increase by approximately 35% in the next five years.

   There will be no growth factor in unskilled areas in the next five years. (Give five points for correct answer.)

5. False (Five points.)

ACTIVITIES

3.2.1

1. To get a general picture of employment opportunities and outlook, read pages 360 to 379 in Succeeding in the World of Work by Kimbrell and Vineyard, McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970.

2. Indicate the job title of your present career station.

   ____

3. Select on other career station (job title) that interests you

   ____

   State your reasons for selecting this job title

   ____

   ____

   ____

   ____

4. Contact, in person, your local Chamber of Commerce, your school employment office, a private employment office, and the Office of Human Resources Development to determine present and anticipated need in job opportunities in your community for both the job you are working at and the one selected for research.

   LOCAL

	CURRENT JOB STATION	SELECTED STATION
PRESENT NEED		
ANTICIPATED NEED		

(Fill in values appropriate to your areas by total numbers as 7,951 or by hundreds-80 or by thousands-8)

5. Contact the local Department of Human Resources Development to determine present and future needs in the two job classifications under consideration for the State level.

   STATE

	CURRENT JOB STATION	SELECTED STATION
PRESENT NEED		
NEED IN 5 YEARS		

6. Using the Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, Washington D.C. and the Bulletins of

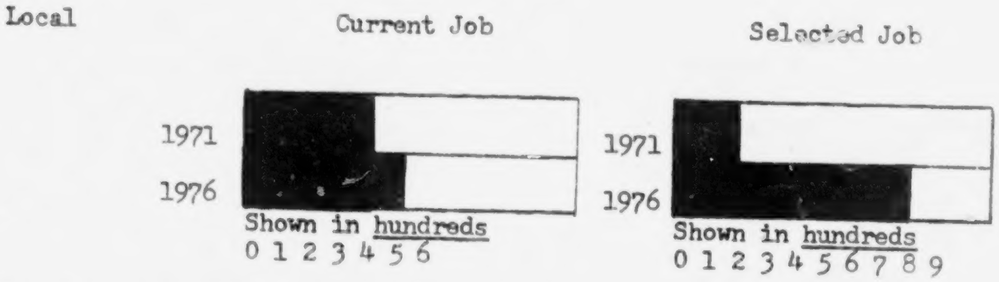
the U.S. Department of Labor determine the present and the anticipated need in five years in the two career stations under consideration.

NATIONAL

	CURRENT JOB STATION	SELECTED STATION
PRESENT NEED	________________	____________
NEED IN 5 YEARS	________________	____________

7. Contact by letter the national headquarters or national organizations of the specific areas of work related to your current station as indicated in Appendix 4 of Succeeding in the World of Work and solicit information relative to present and future need in five years. Compile the information in a scrapbook or on a bulletin board and turn into your W.E.E. Coordinator for evaluation.

8. Construct 3 separate graphs for each job career station (see example below) to illustrate present and five year future needs for your locality, state, and nation. (Use the form provided for Activity 8 on page 6 of this LAP.)



9. Based on what you have learned in this LAP about potential future opportunities in your current and selected career stations, do you feel it advisable to pursue either as a career objective?

Current Career Station Yes ____ No ____

Selected Career Station Yes ____ No ____

FORM FOR ACTIVITY 8

LOCAL

	CURRENT CAREER STATION title	SELECTED CAREER STATION title
Now		
5yrs.		

Shown in ____________ Shown in ____________

Which shows greatest potential at the local level? ________________

STATE

	CURRENT CAREER STATION title	SELECTED CAREER STATION title

Shown in ___________ Shown in __________

Which job shows greatest potential at the state level? ____________

NATIONAL

	CURRENT CAREER STATION title	SELECTED CAREER STATION title
Now		
5yrs.		

Shown in ____________ Shown in ____________

Which job shows greatest potential at national level? ____________

If your information idicates that one job has greater potential at one level and the other at a different level give reasons why this could be.

____

____

____

____

____

POST TEST

1. How many people are working at the job you are doing?

   Job title ______________________________

   In your community ______________________________

   In your state ______________________________

   In your nation ______________________________

2. What local agency was the best source of information about local job needs?

   ____

   What was it about this source that was better than any of the others you checked?

   ____

   ____

   ____

   ____

3. What percentage of people working at your job is female? ________%

4. Did the resources you contacted in Activity 7 show significantly different current and future needs than were indicated by the Occupational Outlook Handbook or the bulletins of the U.S. Department of Labor?

   Yes ________ No ________

Scoring key on page 8.
Minimum level of acceptable performance is 30 points. If you score 35 points or more check with the W.E.E. Coordinator about work on the In-Depth Educational Activities related to this LAP.

POST TEST SCORING KEY

1. Use the LAP information developed by the student to ascertain correct numbers.

   Give five points for each correct response.

2. Value of this response is not to exceed 15 points. Quality to be determined by local work experience education coordinator.

3. Occupational Outlook Handbook is reference.

   Value of correct response = 5 points.

4. Correctness of response to be determined by local W.E.E. Coordinator

   Five points.

I-DEAS

1. Determine what is the ladder of advancement in your occupation. (What are the steps necessary to advance from lowest position to top of the ladder. Is there much chance of advancement? Is the occupation expanding or static?) Illustrate this ladder of advancement in the form that you feel will best show the steps.

2. Determine the rate of reasons for personnel change-over (the rate at which people leave the field and new people are added) in your occupation and selected occupation. (Poor working conditions, death, advancement, etc.)

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.2 Explore the current and emerging opportunities for employment in your present assignment and for advancement within related occupations.

Performance Objective: 3.2.2 Based upon your findings for Performance Objective 3.2.1, decide which career holds greater promise of future employment for you. Select one of the two careers and justify your decision.

NOTE TO THE STUDENT

By the time you complete this LAP you will have:

1. Graphed employment needs over the next five years for two career stations.
2. Drawn conclusions about the job from the graph.
3. Decided which of the two careers under consideration offers a better employment picture.

RATIONALE

This LAP is designed to help you come to a decision, and be able to justify that decision, as to which career holds a greater promise for you based on future predicted employment in given occupational fields.

DIRECTIONS

(You must have completed Vocational LAP 3.2.1 before starting this LAP.) In this LAP you will compare future employment prospects of two careers and decide which offers a better potential for your future employment.

PRE-TEST

1. Name 6 sources available to you that will aid you in exploring current and emerging opportunities for employment in various occupational fields.

   1. ______
   2. ______
   3. ______
   4. ______
   5. ______
   6. ______

2. Name the careers that you studied in 3.2.1.

   a. ______ (Job Title)

   b. ______ (Job Title)

3. List 5 specific job titles related to each title listed above.

a.		b.	
1.	______	1.	______
2.	______	2.	______
3.	______	3.	______
4.	______	4.	______
5.	______	5.	______

4. The unemployment rate for persons who have not completed high school is more than twice the rate of workers who have completed high school.

   True______ False______ (Check the correct response.)

5. Name two industries that will suffer a decline in employment by 1975.

   1. ______
   2. ______

PRE-TEST (continued)

6. How many people are working at the first job you selected?

Job Title____________________________

In your community____

In the state____

In the nation____

7. What is the predicted number of people who will be working at this job five years from now?

In your community____

In the state____

In the nation____

8. Which holds greater promise? ____________________________

Give two reasons:
a. ____

b. ____

If you score 135 points, you may skip the LAP.

PRE-TEST

Scoring Key

1. Five points for each correct response up to 30 points on this item.

   Correct responses include:
   a. Succeeding in the World of Work
   b. Occupational Outlook Handbook
   c. Encyclopedia of Careers and Vocational Guidance
   d. California Occupational Guides
   e. Department of Human Resources Development
   f. Office of United States Department of Labor
   g. Chamber of Commerce
   h. Local businesses related to your field
   i. Businesses you may write to for occupational outlooks and any others you deem acceptable for this purpose.

2. Five points for each response indicated in LAP 3.2.1

3. Refer to "Worker Traits Arrangement of Titles and Codes" in the D.O.T. Volume II

   Five points for each correct title given up to 50 points.

4. True

   15.5 for Non High School Graduates as compared to 7.5% for High School Graduates

   Five points for correct response

5. Correct responses are:

   1. Mining
   2. Agriculture

   Five points for each correct response up to 10 points for this item.

6. Numbers will depend on job title indicated. Check Occupational Outlook Handbook.

   Five points for each correct response up to 15 points for this item.

7. Numbers will depend on job title indicated. Check Occupational Outlook Handbook.

   Five points for each correct response up to 15 points for this item.

PRE-TEST (continued)

Scoring Key

8. The Coordinator of Work Experience Education will check on this. Answers which show thought shall be considered correct.

   Ten points for correct response.

Total Points: 145
Acceptable Score: 135

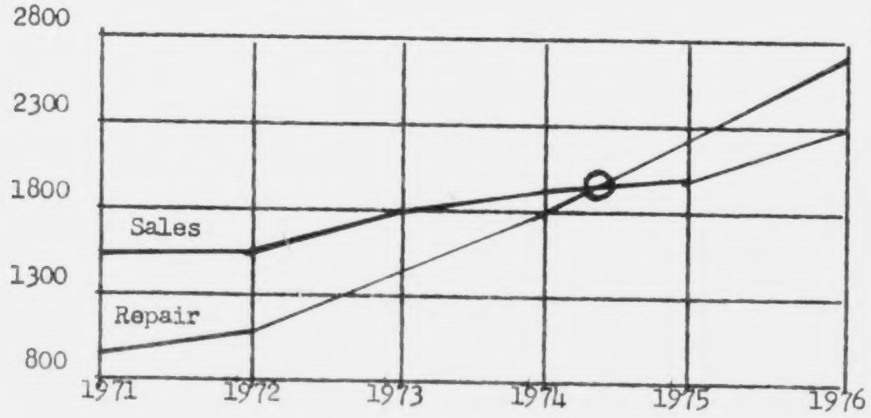
LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS:

Complete all activities in this LAP.

ACTIVITY 1

In LAP 3.2.1 you studied your present career station and one other of your own choosing to determine present and five year future employment opportunities. Of these two job stations,which one will enjoy a greater percentage of increased employment within the next five years. Gather the necessary information and display it in graph and table form as indicated in the example given below. Turn the finished graph in to your Work Experience Education Coordinator. Use form on Page 8.



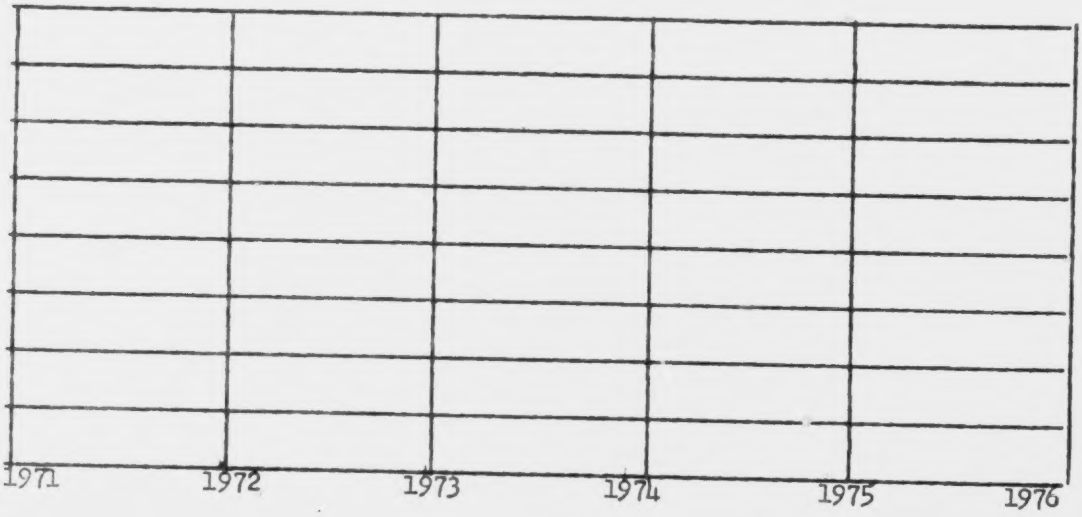
Local Need
(Use national, state, or local figures but so indicate on your graph.)

	1971	1972	1973	1974	1975	1976	** Increase%
AUTO SERVICE STATIONS SALES	1500	1610	1820	1950	2100	2300	50.6%
AUTO BODY AND FENDER REPAIR	910	1090	1440	1750	2200	2730	200.0%

** All Figures are Fictitious.

FORM FOR ACTIVITY 1

FOLLOW THE EXAMPLE ON PAGE 7.



	1971	1972	1973	1974	1975	1976	%Increase
CAREER I							
CAREER II							

ACTIVITY 2

Study the graph you drew in ACTIVITY 1. Then itemize conclusions that can be drawn about the two job stations. (An example might be from the sample graph for ACTIVITY 1 - Auto Body and Fender Repair will have a greater increase in employment over the next five years than will Auto Service Stations Sales Persons.)

Conclusions:

a. ____

____

b. ____

____

c. ____

____

d. ____

____

ACTIVITY 3

In studying future prospects of employment is it important to study only percentage of increase or decline, or is it also important to consider the numberical values involved? ______________________________

____

WHY? ______________________________________

____

____

In the space provided give two examples of figures that could be misleading.

1. ______________________________________

____

____

____

2. ______________________________________

____

____

____

ACTIVITY 4

The information you have gathered may indicate that neither of the jobs studied is particularly good for you and that you should look further. BUT based upon the information you have gathered, which of the two careers would be best for you?

____

Give 3 specific reasons (related to future needs) for your conclusions.

1. ____
____

2. ____
____

3. ____
____

POST TEST

1. List the title of the career (in 3.2.1) holding the greatest promise of future employment for you.

    ____________________ (Job Title)

2. List 5 sources of information you used to gather the information upon which you based your decisions.

    1. ____________________
    2. ____________________
    3. ____________________
    4. ____________________
    5. ____________________

3. Indicate the number of people presently working at the job, indicated in Item #1 of this Post-Test:

    In your community____________________
    In the state____________________
    In the nation____________________

4. List the numbers of persons that will be working at that particular job in 1975 in:

    In your community____________________
    In the state____________________
    In the nation____________________

Minimum Level of Acceptable Performance on this Post-Test is 45 points.

If you scored 55 points or more see your instructor about more in-depth work in this area. (I-DEAS)

If you scored less than 45 points, repeat the LAP.

POST TEST

Scoring Key

1. Check LAP 3.2.1 and give credit for same response.

   Total possible: 5 points.

2. Any 5 that were indicated as appropriate for Item #1 on Pre-Test Scoring Key.

   Scoring: 5 points for each acceptable response up to 25 points maximum.

3. Refer to LAP 3.2.1 for correctness of response.

   Total possible: 15 points.

4. Refer to LAP 3.2.1 for correctness of response.

   Total possible: 15 points.

Total Possible on Post Test is 60 points.

I-DEAS

1. Some of your studies may have shown only slight increase in employment opportunities and others may have shown decreasing opportunities.

   Refer to Occupational Outlook Handbook, Encyclopedia of Careers and Vocational Guidance or any other reliable source to learn about 5 increasing or emerging occupations or fields.

   Use your imagination and prepare a class presentation (by film, pictures, drawings, illustrations, graphs, etc.on these occupational fields).

2. Do the same as above for 5 decreasing or declining occupations.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.3 Identify the educational and training requirements of your present employment and compare them to the requirements for advancement within related occupations.

Performance Objective: 3.3.1 Based upon the educational and training requirements necessary to enter your present career station as a full-time employee, describe: (1) the requirements you have successfully completed, and (2) the requirements you must complete to be eligible for full-time employment. Develop a plan for meeting the requirements and estimate the time you need to complete the necessary education and training.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify the educational and training requirements needed for full-time employment in your present career station.
2. Identify which requirements you have completed and which requirements you have yet to complete.
3. Develop your time plan to enable you to meet the educational and training requirements for full-time employment at your career station.

RATIONALE

This LAP is designed to help you identify the educational and training requirements necessary for a full-time employee at your present career station.

DIRECTIONS

In this LAP you will identify the educational and training requirements necessary for a full-time employee at your present career station; develop a plan for meeting these requirements; estimate the time you need to complete the necessary education and training.

PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 3.3.1 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is your understanding of "the educational requirements for a job"?

2. What is your understanding of the "the training requirements for a job"?

3. Distinguish between educational requirements for employment and training requirements for employment.

4. List the educational requirements necessary at your career station.

5. List the training requirements necessary at your career station.

____

____

____

____

6. List the educational requirements necessary for full-time employment at your career station.

____

____

____

____

7. List the training requirements necessary for full-time employment at your career station.

____

____

____

____

8. Describe how you would develop a plan to estimate the time it will take you to complete the necessary educational and training requirements for full-time employment at your career station.

____

____

____

____

____

If you cannot answer all of the questions above, proceed directly to Activity #1.

If your answers to the Pre-Test are correct and clearly demonstrate that you understand the Performance Objective 3.3.1, your instructor will direct you to proceed immediately to the next Performance Objective 3.3.2

PRE-TEST (Scoring Key)

1. Educational requirements for a job are the highest level of formal teaching necessary to meet the needs at the work station.

2. Training requirements for a job are the highest level of instruction in the specific field or profession that is necessary to meet the need at the work station.

3. The educational requirements for employment are those necessary mental skills which are learned through formal teaching. The training requirements are the physical skills learned through instruction in the specific field or profession.

4. Self-explanatory.

5. Self-explanatory.

6. Self-explanatory.

7. Self-explanatory.

8. Self-explanatory.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, and #4 are required.

ACTIVITY #1. This activity is designed to help you determine the educational and training requirements necessary to enter your present career station as a full-time employee.

1. Identify the office or person at your career station responsible for hiring full-time employees. (Your Work Experience Education Sponsor can help you.)

2. Secure from this office, or person, a description of the educational and training requirements that a person must meet to be hired as a full-time employee at your assigned career station.

3. List below, the educational requirements necessary for full-time employment at your assigned career station.

   ____

   ____

   ____

   ____

4. List below, the training requirements necessary for full-time employment at your assigned career station.

   ____

   ____

   ____

   ____

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #2. This activity is designed to help you identify the educational and training requirements that you have successfully completed to enter your present career station as a full-time employee.

1. Transfer the educational requirements listed in Activity #1, page 5, to the Educational Requirements Planning Sheet on page 7.

   a. Under Column 2 of the Educational Requirements Planning Sheet, write in the words, "Requirements Completed." (Your planning sheet should now look like this.)

EDUCATIONAL REQUIREMENTS PLANNING SHEET

Name: ____________________________________

Career Station: ____________________________

Column 1	Column 2	Column 3
EDUCATIONAL REQUIREMENTS	Requirements Completed	

   b. Under Column 2 of the Educational Requirements Planning Sheet, write in the approximate date of any requirements you have successfully completed.

2. Transfer the training requirements listed in Activity #1, page 5, to the Training Requirements Planning Sheet on page 8.

   a. Under Column 2 of the Training Requirements Planning Sheet, write in the words, "Requirements Completed." (Your planning sheet should now look like this.)

TRAINING REQUIREMENTS PLANNING SHEET

Name: ____________________________________

Career Station: ____________________________

Column 1	Column 2	Column 3
TRAINING REQUIREMENTS	Requirements Completed	

   b. Under Column 2 of the Training Requirements Planning Sheet, write in the approximate date of any requirements you have successfully completed.

EDUCATIONAL REQUIREMENTS PLANNING SHEET

NAME: ____________________ Date: ____________

Career Station: ____________________ Present Grade Level: ______

Column 1	Column 2	Column 3	Column 4
EDUCATIONAL REQUIREMENTS			

TRAINING REQUIREMENTS PLANNING SHEET

NAME: ____________________ Date: ____________

Career Station: ____________________ Present Grade Level: ________

Column 1	Column 2	Column 3	Column 4
TRAINING REQUIREMENTS			

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #3. This activity is designed to help you identify the educational and training requirements that you must complete to be eligible for full-time employment at your present career station.

1. Using the Educational and Training Requirements Planning Sheets, under Column 3, write in the words, "Requirements Now Working Towards."
    a. Write today's date after those requirements on which you are now working towards completion.

2. Using the Educational and Training Requirements Planning Sheets, head Column 4 with, "Requirements Will Be Completed By."
    a. Fill in the space provided with the date of completion of the requirement as you now see it (i.e., date, high school graduation, junior college, college, or so many years of skills, etc.)

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #4. This activity is YOURS!!!!!
It is designed for you to develop your plan for meeting the educational and training requirements necessary for full-time employment at your career station.

YOU have, in Activity #3, column 4 of this LAP - on the Educational and Training Requirement Planning Sheets, identified those requirements you have not completed.

YOU have also made record of the date of completion for those requirements.

NOW ----- YOU DEVELOP YOUR OWN PLAN!

1. Select a target date when you would like to be employed full-time.
2. Identify the requirements necessary for full-time employment.
3. Estimate the time you need to complete the education and training necessary to prepare you for full-time employment.

Suggestions:

1. You might make a list using the Educational and Training Requirements Planning Sheets, and write after each unfinished requirement an explanation as to the time and date needed to fulfill the requirement.
2. You might make a monthly calendar and note when each educational and training requirement will be completed -- such as: Completion of a specific course in high school; so many hours of training needed under a certain foreman; the completion of specific tasks, tests, or skills, etc.
3. You might even specify as to where this training and education will take place (i.e., at the career station, at a certain educational institution, etc.)
4. If You are very clever, YOU might even work in some art layout -- As an example: The Road Of Life -- and walk yourself down the path!

THIS IS YOUR FUTURE --- so be creative!

GOOD LUCK! --- Both in this Activity and in your chosen field!!!

POST TEST

If YOU have successfully completed all your activities in this LAP,

YOU ARE IN LUCK ! ! ! ! ! ! ! ! ! ! ! !

Your Post Test has already been accomplished if you have submitted your plan in Activity #4 to your Work Experience Education Coordinator and he has approved and accepted it.

You have thereby demonstrated that you know what you need to accomplish your goal, and how you are going to get there.

CONGRATULATIONS ! ! ! ! ! ! ! ! ! ! ! !

I Did Every Activity Successfully !!!!

Did you ??????

Look to the IDEAS which follow for an additional challenge. Number 3 gives you an opportunity to really "give forth" with your own ideas.

IDEAS

1. Secure from the employment office at your career station a copy of the employment announcement that is circulated when there is an employment opening at your assigned career station.

    a. How do you measure up?

    b. How would you apply for the opening?

2. Secure from the employment office at your career station a copy of employment announcements that are circulated when there are employment openings in positions related to your assignment at your career station.

    a. List the openings you would be interested in applying for, and state when you would be qualified for the position.

3. List the educational and training requirements that you feel are necessary for success on the job at your career station.

____________REQUIREMENTS PLANNING SHEET

NAME: ______________________________ Date: ______________

Career Station: ______________________________ Present Grade Level: ______

Column 1	Column 2	Column 3	Column 4

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.3 Identify the educational and training requirements of your present employment and compare them to the requirements for advancement within related occupations.

Performance Objective: 3.3.2 List the levels of advancement within the occupational cluster of your present job. Compare the educational and training requirements of your present work assignment with those of other careers within the occupational cluster you have identified. After discussing these requirements with your work experience education sponsor, outline the steps you must take and estimate the time you need to qualify for the career you would like to attain.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List the levels of advancement within the occupational cluster of your job.
2. Compare the educational and training requirements of your present work assignment with those of other careers within the occupational cluster.
3. Outline the steps you must take, estimating the time needed to qualify for your career.

RATIONALE

This LAP is designed to help you identify the steps you need to take, and the time you need to qualify you for the career you would like to attain.

DIRECTIONS

In this LAP you will identify the levels of advancement within the occupational cluster of your present job; make a comparison of the educational and training requirements at your present work assignment and those of other careers within this occupational cluster; discuss these requirements with your work experience education sponsor and outline the steps and time needed to qualify you for the career you would like to attain

PRE-TEST

INSTRUCTIONS: This pre-test is designed to measure your understanding of the ideas expressed in Performance Objective 3.3.2 in this Learning Activity Package. Write your answers to the pre-test in the spaces provided.

1. Define the following and state where they are available for reference.

   a. VIEW ______________________________

   ____

   ____

   b. DOT ______________________________

   ____

   ____

   c. THE OCCUPATIONAL HANDBOOK ______________________________

   ____

   ____

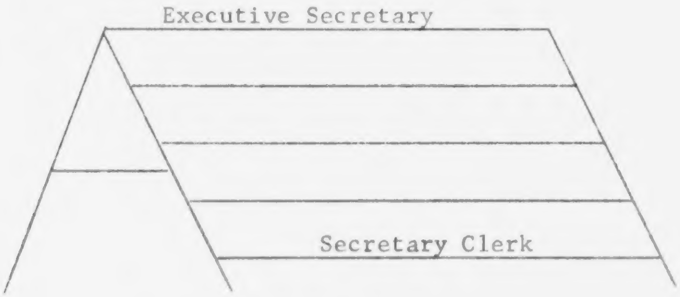
2. What is an occupational cluster?

   ____

   ____

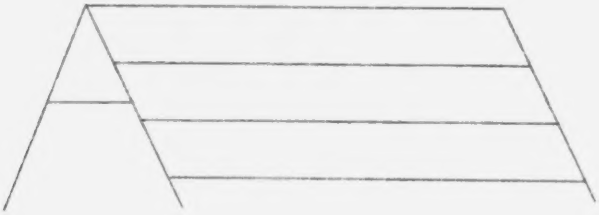
   ____

3. On the career ladder below, rank the steps of advancement beginning with secretary clerk and ending with Executive Secretary. Include intermediate secretary, Senior secretary and Junior secretary.



PRE-TEST (Continued)

a. Construct a career ladder ranking buyer, salesperson, store manager and department manager on the steps of advancement.



4. Listed below are careers in one occupational cluster. In which of these three clusters would you place these occupations? Check one.

Clerical occupations ______ Building & Construction Trades ______

Outdoor Work ____________

Bricklayer
Carpenter
Electrician
General Contractor
Painter and Paperhanger
Plasterer
Plumber and Pipefitter
Sheet Metal Worker
Welder
Teacher of Industrial Arts

5. Name some occupations in the selling field.

____

____

____

6. Name careers within the same occupational cluster as your present work assignment.

____

____

____

If you cannot answer all of the questions above, proceed directly to Activity 1. If you can answer all of the questions in this Pre-Test, see your instructor and he will instruct you to "Move on" to the next exciting package!

PRE-TEST (Scoring Key)

1. a. Vital Information for Education and Work--The use of visual aids to inform students of career opportunities.

   b. Dictionary of Occupational Titles--A series of books containing information on career opportunities.

   c. A basic reference source on occupations published by the United States Department of Labor Statistics.

   All can be found in the counseling offices, school and public libraries.

2. An occupational cluster is a number of similar occupations considered as a group because of their close relation to each other. An occupational cluster is a collection of occupations having common properties combined into a group.

3. Secretary Clerk, Junior secretary, Intermediate secretary, Senior secretary, and Executive secretary.

   a. Salesperson, buyer, department manager, and store manager.

4. Building and Construction Trades

5. Automobile Sales and Service Worker
   Department Store Manager
   House-to-House Salesman
   Insurance Salesman
   Real Estate Agent
   Salesmen

6. Self-explanatory

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, and 3 are required.

ACTIVITY 1

This activity is designed to help you to identify the jobs available to you within the occupational cluster of your job and to enable you to list their levels of advancement.

1. List as many different jobs at your career station as you possibly can.

   ____

   ____

   ____

   ____

2. From the above list, select those jobs which are within your occupational cluster at your career station.

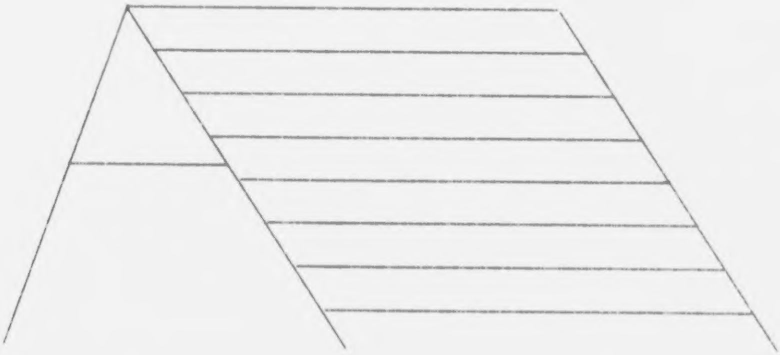
   ____

   ____

   ____

   ____

3. Below is a "career ladder." Each rung of the ladder is another step towards the top. Starting from the first step, list the levels of advancement of your present job.

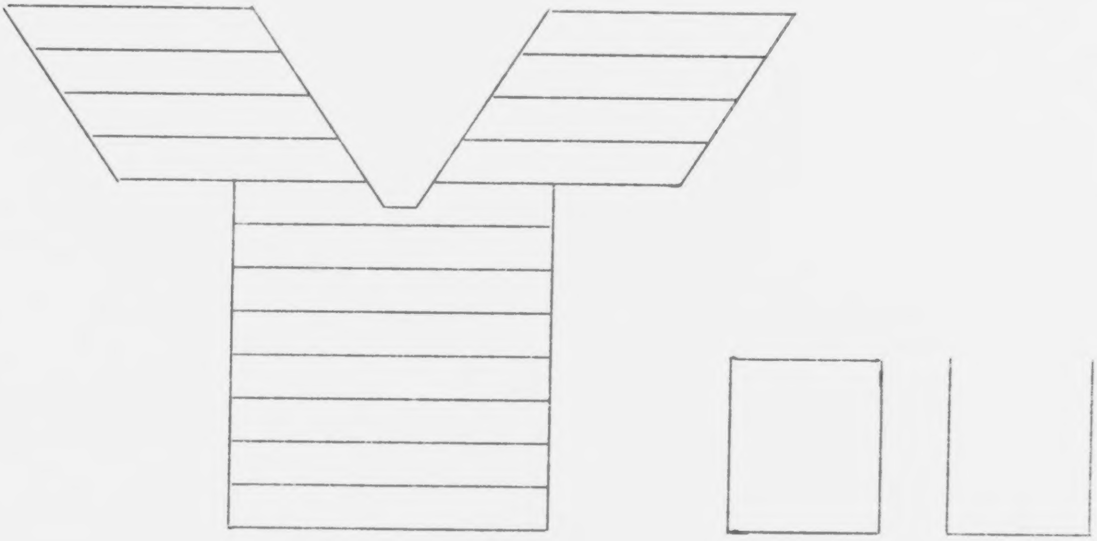


   a. Identify your progress with a star * to indicate the step on which you now find yourself.

LEARNING ACTIVITIES AND RESOURCES (Continued)

4. You may, by starting out in one occupation, be able to branch out in several directions and still remain within the same occupational cluster.

   If this be the case, you may use the following "ladder" for your diagram to complete your progression to the TOP.



   a. Identify your "step" on your ladder:

      1. With one star * to indicate your present work assignment.
      2. With two stars ** to indicate the career you would like to attain.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2

This activity is designed to enable you to compare the educational and training requirements of your present work assignment with those of other careers within the occupational cluster.

1. List the educational and training requirements of your present work assignment at your career station. (You may wish to refer to Performance Objective 3.3.1, Activity 1, page 5.)

____

____

____

____

____

____

2. Using the careers within your occupational cluster as listed in Activity 1, item 2 of this LAP, complete the following form--first by identifying the career and then by listing the educational and training requirements below for each career.

Career Title ______________

EDUCATIONAL REQUIREMENTS	TRAINING REQUIREMENTS
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________
5. ______________	5. ______________
6. ______________	6. ______________
7. ______________	7. ______________
8. ______________	8. ______________
9. ______________	9. ______________
10. ______________	10. ______________
11. ______________	11. ______________

LEARNING ACTIVITIES AND RESOURCES (Continued)

Career Title ____________________

EDUCATIONAL REQUIREMENTS	TRAINING REQUIREMENTS
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________
6. ____________________	6. ____________________
7. ____________________	7. ____________________
8. ____________________	8. ____________________
9. ____________________	9. ____________________
10. ____________________	10. ____________________
11. ____________________	11. ____________________

(For references you may use the following sources)

Vital Information for Education and Work - VIEW
Guide for Young Workers by U. S. Department of Labor
The Occupational Outlook Handbook by U. S. Department of Labor
Dictionary of Occupational Titles - DOT by U. S. Employment Services
Handbook of Job Facts compiled by Science Research Associates - SRA
OR see your work experience education coordinator.

3. Compare the educational and training requirements of your present work assignment with those of other careers within the occupational cluster by listing:

   a. Those occupations that have the same educational requirements as your present work assignment.

   ____

   ____

   ____

   b. Those occupations that have fewer educational requirements.

   ____

   ____

   ____

c. Those occupations that have more educational requirements.

____

____

____

d. Those occupations that have the same training requirements as your present work assignment.

____

____

____

e. Those occupations that have fewer training requirements.

____

____

____

f. Those occupations that have more training requirements.

____

____

____

4. Discuss these educational and training requirements with your work experience education sponsor and record the results of your discussion.

____

____

____

____

5. List those occupations which have the same education and training requirements as your present work assignment.

Star * those occupations in which you could become interested in as a career.

____

____

____

____

LEARNING ACTIVITIES AND RESOURCES (Continued)

ACTIVITY 3

INSTRUCTIONS: This activity is designed to help you outline the steps you must take and estimate the time you need to qualify for the career you would like to attain.

1. What career would you like to attain?

   ____

2. What are the related occupations to this career you have chosen?

   ____

   ____

   ____

3. On the following page is a summary of the basic career data of a florist. Using this as an example, complete the blank sheet on page 12 giving the data concerning the career you would like to attain.

4. Using the occupational analysis on page 12, what steps have you completed towards qualifying for full-time employment in the career you would like to attain.

   ____

   ____

   ____

   ____

5. Complete the chart on page 13 listing the steps you need to take to qualify for your career, state whether they are educational or training steps and estimate the time in weeks, months, years, needed to complete this training.

6. Discuss with your work experience education sponsor as to how you plan to accomplish this career goal.

LEARNING ACTIVITIES AND RESOURCES (Continued)

Occupation	Florist
DUTIES	Buy, arrange, display, and sell flowers. Sometimes arrange flowers in churches, homes, and commercial establishments or demonstrate arrangements for clubs or classes. Some operate greenhouses.
WHERE EMPLOYED	Throughout U. S. but primarily in cities.
NUMBER OF WORKERS	Over 13,000 of 22,000 retail flower shops employ salaried help. About 50% women.
EDUCATION AND TRAINING	High school graduation is advised. Additional training given on the job or in special schools. College is advised for shopowners.
SPECIAL QUALIFICATIONS	Artistic sense, manual dexterity, tact in dealing with the public. For a shopowner, good business sense and a thorough knowledge of flowers.
WAYS TO ENTER FIELD	Secure a job with a florist through want ads, personal contact, or employment agency. After school and summer work is a good entry route.
CHANCE OF ADVANCEMENT	Advancement in a shop is to assistant floral designer, designer, and manager. Opening one's own shop is a frequent goal.
EARNINGS	Beginners: $65 - $75 a week. Skilled workers $125 or more per week.
SUPPLY AND DEMAND	Floral business continues to increase considerably each year. Great demand for part-time workers for holiday rush seasons.

Thiemann, Norma L., Handbook of Job Facts, Science Research Associates, Inc., Chicago, Illinois, 1968, page 52.

LEARNING ACTIVITIES AND RESOURCES (Continued)

NAME . . . . ____________________

OCCUPATION . . . . ____________________

DUTIES . . . . ____________________

____

____

____

WHERE EMPLOYED . . . . ____________________

NUMBER OF WORKERS . . . . ____________________

____

EDUCATION AND TRAINING . . . . ____________________

____

____

SPECIAL QUALIFICATIONS . . . . ____________________

____

____

WAYS TO ENTER FIELD . . . . . ____________________

____

____

CHANCE OF ADVANCEMENT . . . . ____________________

____

____

____

EARNINGS . . . . ____________________

____

____

SUPPLY AND DEMAND . . . . . . ____________________

____

____

____

STEPS I NEED TO TAKE FOR THE CAREER I WOULD LIKE TO ATTAIN

Steps I Need	Education	Training	Time Needed

Career I Would Like To Attain

POST TEST

INSTRUCTIONS: This Post Test is to measure your understanding of Performance Objective 3.3.2. Write your answers in the spaces provided.

1. What is an occupational cluster?

2. What careers are in the same occupational cluster as your present job?

3. What educational and training requirements do you need to fulfill before qualifying for the career you would like to attain?

4. What steps do you need to take to fulfill these educational and training requirements?

5. How much time do you estimate it will take you to fulfill these educational and training requirements necessary to qualify you for the career you would like to attain?

POST TEST (Scoring Key)

1. An occupational cluster is a number of similar occupations considered as a group because of their close relation to each other.
2. Self-explanatory.
3. Self-explanatory.
4. Self-explanatory.
5. Self-explanatory.

The minimum level of acceptable performance is to have all answers correct as determined by your work experience education coordinator.

SEE I-DEAS

I-DEAS

1. "THE NAME OF THE GAME"

   The name of the game is "OCCUPATIONAL CLUSTER."

   a. One half of the students are on team #1 and the other half on team #2.

   b. The instructor names an occupational cluster.

   c. One member of team #1 names a job within the occupational cluster, followed by a member of team #2 naming a second job within the same occupational cluster.

   d. This process is repeated until one team stays in the game the longest time naming the most jobs and wins the game.

(For the instructors assistance, below is listed a number of career clusters.)

Health Occupations
Hospitality and Recreation Occupations
Manufacturing Occupations
Marketing and Distributive Occupations
Marine Science Occupations
Personal Service Occupations
Public Service Occupations
Transportation Occupations
Consumer and Homemaking Related Occupations
Fine Arts and Humanities Occupations
Agri-Business and Natural Resources Occupations
Communications Media Occupations
Construction Occupations
Environmental Occupations
Business and Office Occupations

2. On pages 17 and 18, following, are two Job Descriptions for positions advertised. Using these descriptions as an example, compose one of your own which describes the career you would like to attain. Be certain to include the salary.

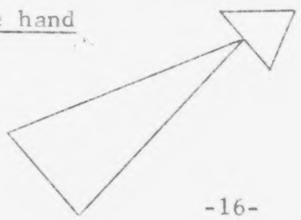
3. IT IS LATER THAN YOU THINK !!!!!!!!!!!!

   On page 19 is a Time Clock of the career YOU would like to attain.

   At "one o'clock" is the beginning of your career you would like to attain. In the space provided, write in the first step you must take or have taken towards "twelve o'clock"--your goal.

   Follow through with step two at two o'clock, three at three o'clock, etc., until you reach your goal at twelve o'clock.

   Place your time hand at the step and hour you now find yourself.



JOB

OPPORTUNITIES

CLASSIFIED PERSONNEL DEPARTMENT

SCHOOL SECRETARY II
&
INTERMEDIATE SECRETARY
(Bilingual: English/Spanish)

SAN DIEGO CITY SCHOOLS

ROOM 1138, EDUCATION CENTER – PARK BLVD. AT EL CAJON BLVD. PHONE 298-4651 EXT. 421

APPLICATIONS

Applications to take the examination for either or both job classes will be received until furthur notice and must be on file in the Classified Personnel Department (Room 1138) prior to the examination.

THE EXAMINATION

Tests ordinarily will be scheduled on Thursday mornings by advance appointment only. Valid typing certificates issued by a recognized agency within the last two years will be accepted.

SALARY PER MONTH	1st Year	2nd Year	*3rd Year	4th Year	5th Year
Range No. 27	$516	$542	$569	$597	$627

*Starting salary may be on the 1st-, 2nd-, or 3rd-year step, depending upon an evaluation of previous experience. (Part-time positions are NOT available in either of these job classes.)

THE POSITIONS

INTERMEDIATE SECRETARY: Typically 12-month, full-time positions located in central or branch administrative offices or one of the community colleges.
SCHOOL SECRETARY II: Typically 10-month, full-time (school year) positions in designated elementary and secondary schools with a significant Spanish speaking clientele.

DUTIES

Performs any combination of the following: Acts as a secretary to an administrator or supervisor, or as a general secretary of a school; provides English/Spanish translation services and communicates in Spanish with students, parents, and the public; takes and transcribes dictation; interprets policies and procedures to the public, staff, and pupils; maintains operational records; prepares correspondence and reports; enrolls and transfers students; operates office machines; maintains school and student body files and accounts; assists with first aid for pupils; trains and supervises students or clerical assistants; performs other duties as assigned.

REQUIREMENTS

Experience

(1) Twenty-four months of full-time equivalent, paid, diversified, increasingly responsible, secretarial or stenographic experience involving the regular use of shorthand within the last ten years.

(2) Graduation from a recognized four-year college with a directly related business or secretarial major may be substituted for one year of the experience requirement.

Language

(3) Must be thoroughly competent in English usage and in conversational Spanish.

Skills and Abilities

(4) Ability to take dictation in English at 80 words per minute, and to type at a net, corrected speed of 50 words per minute.

(5) Above-average technical knowledge of grammar, spelling, and punctuation; good computational, clerical, and record keeping skills; good working knowledge of modern office methods and procedures, and the operation of standard office machines and equipment; ability to exercise good judgment, tact, and diplomacy; ability to train and supervise others, and to accept responsibility.

EXAMINATION WEIGHTING

Written Test--60%
Interview---40%

RMcN:lo
6/22/71 (Rev.)

Open No. 1096
One-Year Eligibility

CALIFORNIA STATE PERSONNEL BOARD EXAMINATION

A COMPETITIVE EXAMINATION OPEN TO ALL WITHOUT REGARD TO RACE, RELIGION, ANCESTRY, OR SEX.

CLERK II

0756

SAN DIEGO COUNTY
(Indicate this location on your application. In order to achieve eligibility from this examination, you must take the written test in this location.)

EXAMINATION DATE: July 31, 1971

FINAL DATE FOR FILING APPLICATIONS: July 9, 1971

SALARY RANGE: $457 480 505 530 556

THE POSITION The Clerk II, under supervision, is required to perform varied clerical work of average difficulty which includes the following tasks: Compiles or checks reports involving the use of some independent judgment; fills in and sends out form and circular letters; looks up information for the public or for department use; compiles, tabulates, and checks statistical data; maintains files, cards, mailing and other lists; writes form letters; checks invoices against purchase orders; receives and checks applications or fees and writes receipts; receives the public and handles routine business; receives and adjusts minor complaints; prepares and checks payrolls; checks and verifies bills; sorts, distributes, and files cards, papers and other documents; and does other work as required.

REQUIREMENTS Note: These are entrance requirements for admission to the examination, which is competitive. Possession of the entrance requirements does not assure a place on the eligible list. A candidate's performance in the examination described on the reverse will be judged in comparison with the performance of other candidates.

California residence is not required.

Either I

Experience: One year of clerical experience. (Academic education above the twelfth grade may be substituted for the required experience on the basis of either (a) one year of general education being equivalent to three months of experience; or (b) one year of education of a business or commercial nature being equivalent to six months of experience. Students who are enrolled in the last semester or its equivalent to course work which upon completion will fulfill these requirements will be admitted to the examination, but they must submit evidence of completion before they can be considered for appointment.) and

Education: Equivalent to completion of the twelfth grade. (Additional qualifying experience may be substituted for the required education on a year-for-year basis.)

Or II

One year of experience in the California state service performing the duties of Clerk I.

THIS CANCELS AND SUPERSEDES THE BULLETIN ISSUED 6/3/71.

CLERK II SALARY RANGE: $457 - 556 APPLY BY: [illegible] 9 - 71

LAP Prepared By: Thomas G. Schmitt

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 3.4 Compare the educational and training requirements needed for advancement with occupational areas related to your present assignment to your potential for success in them.

Performance Objective: 3.4.1 Compare the requirements needed to reach the level of advancement that you would like to attain in your occupational area with: (1) your school achievement, (2) educational and training requirements of the careers selected, (3) your self-assessment, and (4) your capacity to delay your career expectations because of necessary related education and training.

NOTE TO THE STUDENT

By the time you have completed this LAP you will have:

1. Compared the educational and training requirements of your selected career expectations with your school achievement
2. Analyzed your aptitude, interests, values and compared them with your career expectations
3. Verbalized about your ability to pursue long range goals

RATIONALE

This LAP is designed to help you consolidate the information you have gathered about yourself and your career expectations and analyze the degree of appropriateness of your choice.

DIRECTIONS

(Complete LAP 3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.1.6, 3.1.7 before doing this LAP.)

In this LAP you will determine the requirements of the desired occupational level and analyze and evaluate yourself in terms of these requirements.

PRE-TEST

1. What is your career expectation? ______________________________

2. What sources of information would you investigate or contact to learn the training and experience necessary for your career objective?

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. What are the short range goals or levels of advancements you might reach on the way to your major career objective?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

4. How much specific vocational preparation is required to achieve skills to perform the job indicated in Question 1?

   ____

   ____

   ____

   ____

   ____

5. How does your school achievement influence your ability to achieve your career expectation?

   ____

   ____

   ____

   ____

   ____

PRE-TEST (continued)

6. Are you achieving well in areas that relate closely to your career expectations? ______________________

7. In light of the answers in Question 4 and the study of yourself in the LAPS on your interests, aptitudes, attendance, hobbies, values, interests in working with people, data, or things; explain and relate how your aptitudes, interests, etc., will help you achieve the specific vocational training you need for your career expectation.

8. Are the short range goals or advancements listed in Question 3 in keeping with your capacity to delay reaching career expectations? Explain how. Are you an impatient person? Are you a person who will stick to a task until it is accomplished?

Minimum level of acceptable achievement is 80 points. If you achieve 80, you may skip the LAP.

PRE-TEST

Scoring Key

1. Score five points for answer.

2. Encyclopedia of Careers
   Bulletins of Colleges
   Bulletins of specific professions
   Occupational Outlook Handbook
   Dictionary of Occupational Titles

   Scoring: Score three points for each answer up to a maximum of nine points.

3. Answers must show some indications of having thought out some goals and be related to reaching expectation.

   Scoring: Score five points for each response up to a maximum of 25 points.

4. Check qualification profile of occupational famillities in D.O.T.

   Scoring: Score ten points for answer.

5. A response should include the idea that by developing power to achieve at a young age will enhance your probability for success in reaching your career expectation, and also you are laying a base of knowledge and ideas to build on for future success.

   Scoring: Score answer up to a maximum of 15 points.

6. Yes or No

   Scoring: Score five points for answer.

7. A response will have to be judged by Coordinator of Work Experience Education.

   Scoring: Score answer up to a maximum of ten points.

8. A response must show evidence of thought into understanding of self in relation to career expectations.

   Scoring: Score answer up to a maximum of fifteen points.

Possible total score is 94 points.
Acceptable Score is 80 points.

LEARNING ACTIVITIES AND RESOURCES

Complete all five (5) of the following activities.

ACTIVITY 1

General descriptions of requirements for many of the occupations known today are stated in:

1. Encyclopedia of Careers and Vocational Guidance--Volumes I and II
2. Dictionary of Occupational Titles
3. Occupational Outlook Handbook

Also included are descriptions of levels of possible advancement. Read these descriptions and decide the level of advancement you desire to achieve.

That level is: ____

ACTIVITY 2

On the form provided for ACTIVITY 2 on pages 8 and 9, compare the educational and training requirements with your school achievement in the subject areas required for each requirement. The directions are on the form.

FORM FOR ACTIVITY 2

Career Expectation: ______________________________

In Column 1 list the requirements and levels of possible advancement as gained from the resources in ACTIVITY 1. In column 2 list the subjects you are taking and have taken that are related to each of the requirements or levels of advancement, and record the grades you are achieving or have achieved in each subject.

COLUMN I Requirements	COLUMN II Related School Subjects and Grades

After filling out this form, study it carefully, then on the next page, in SECTION I list the requirements and level of advancement listed in Column I in which your school achievement is A or B. In SECTION II, list those requirements in which school achievement level is C. In SECTION III, list requirements and level of advancement in which school achievement level is D or F. In SECTION IV, decide whether your level of school achievement is such that you can expect to achieve the level of career advancement you desire. Give the reasons to explain your decision.

FORM FOR ACTIVITY 2 (continued)

SECTION I: Requirements with school achievement A or B

SECTION II: Requirements with school achievement C

SECTION III: Requirements with school achievement D and F

SECTION IV: Evaluation on ability to reach career expectation

ACTIVITY 3

In preceding LAPS you have evaluated yourself in relation to:

a. Preference in working with people, data, things; Performance Objective 3.1.6

b. Aptitudes; Performance Objective 3.1.1

c. Interests; Performance Objective 3.1.2

d. Hobbies; Performance Objective 3.1.4

e. Values; Performance Objective 3.1.5

f. Achievement; Performance Objective 3.1.7
Attendance; Performance Objective 3.1.7

Now it is time to relate these to your specific career expectation, which is ____. Review the information in these LAPS and then use the forms provided for ACTIVITY 3 on pages 11 and 12.

Directions for the activity are on the form.

FORM FOR ACTIVITY 3

Career Expectation: ______________________________

The test you took in the earlier LAPS rated you in aptitudes, interests, and interests in working with people, data, and things. Place these test ratings in the appropriate columns. Use the information in the LAPS on hobbies, values, and attendance to fill in Columns 5, 6, and 7. If your hobbies and values are strong in the item in Column 1, put a plus (+) in the correct column; if they are very definitely unrelated, put a minus (-); if there is no indication either way, leave the space blank. If your school attendance is good in the areas in Column 1, put a plus (+); if poor, put a minus (-).

EDUCATION AND TRAINING REQUIREMENTS TO REACH CAREER EXPECTATION COLUMN I	PEOPLE DATA THINGS (2)	APTITUDES (3)	INTERESTS (4)	HOBBIES (5)	VALUES (6)	ATTENDANCE AND ATTITUDE (7)

After you have filled out the form, study the results and then in SECTION I on the next page, list the items in Column 1 in which your answers in the other columns are mostly positive or favorable. In SECTION II list the items in Column I in which the answers in the other columns are mostly negative or unfavorable. In SECTION III decide whether most of your items are in SECTIONS I or II. In SECTION IV, decide whether your aptitudes, interests, hobbies, interest in working with people, data, or things, etc, blend with your career expectations. Explain your decision.

FORM FOR ACTIVITY 3 (continued)

SECTION I: Requirements with mostly positive responses.

SECTION II: Requirements with mostly negative responses.

SECTION III: Are most responses positive or negative?

SECTION IV: Do items in Columns 2 - 7 blend well with career expectations?

ACTIVITY 4

In order to become a secretary it is necessary to learn to file, type, use a dictaphone or take shorthand. It is often necessary also to know how to keep simple books and records. All of these can be viewed as short range goals in your progress to the job you finally desire to attain (becoming a secretary.)

Instead of filling out a form or illustrating a point--use your imagination and write a 500 word essay analyzing your ability to be pleased with success in each step along the way in acquiring your major career expectation--or are you a type of person who has to reach a goal quickly?

FORM FOR ACTIVITY 4

Write 500 word essay as explained above. (Use following page as needed.)

POST TEST

1. Your career objective is ______________________________.

2. List, for each of the aptitudes below, the level required for average performance of the career listed above.

a. Intelligence	________	g. Motor Coordination	________
b. Verbal	________	h. Finger dexterity	________
c. Numerical	________	i. Manual dexterity	________
d. Spatial	________	j. Eye-hand-foot coordination	________
e. Form perception	________	k. Color discrimination	________
f. Clerical perception	________		

3. Cite three specific educational and/or training requirements for achieving your goal.

   a. ______________________________

   b. ______________________________

   c. ______________________________

4. Indicate the interest area, or items you should show an interest in, recommended for success in this career.

   ____

5. How does your school achievement influence your ability to achieve your career expectation?

   ____

   ____

   ____

   ____

6. In light of Questions 2, 3, and 4 above, explain and relate how your aptitudes, interests, etc. will help you achieve the specific vocational training you will need for your career expectation.

   ____

   ____

   ____

   ____

   ____

POST TEST (continued)

7. Is your personality such that you can be satisfied with using short range goals as stepping stones to your ultimate goal? Explain.

If you achieve 80 points, go on to the I-DEAS with this LAP. If your score is less than 60 points, discuss with your Coordinator of Work Experience Education about what he wants you to do.

POST TEST

Scoring Key

1. Score five points for a realistic response.

2. Check Volume II of Dictionary of Occupational Titles, work trait section.

   Score three points for each correct response with a total of 33 points.

3. Refer to form for Activity 2 of this LAP.

   Score five points for each correct response up to a maximum of fifteen points.

4. Refer to Activity 3 of this LAP.

   Score five points for correct response.

5. A response should include the idea that by developing power to achieve at a young age will enhance your probability for success in reaching your career expectation, also you are laying a base of knowledge and ideas to build on for future success.

   Score up to a maximum of fifteen points for answer.

6. A response will have to be judged by the Coordinator of Work Experience Education.

   Score up to a maximum of ten points for answer.

7. A response will have to be judged by Coordinator of Work Experience Education and must show evidence of thought into understanding of self in relation to career expectations.

   Score up to a maximum of fifteen points.

Total Possible Points: 88 points.
Acceptable Score: 80 points.

I-DEAS

1. Prepare or write a skit illustrating what happens to a person who doesn't achieve well in school; there may be many reasons for poor achievement--use several people, each illustrating a different reason for poor achievement. Show what happens to these people as related to their career expectations.

2. Draw a cartoon series illustrating the impatient person who does not have the capacity to delay career expectations to achieve necessary education and training.

3. Write an "Aesop Fable" to illustrate either of the above situations.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.1 Maintain the personal grooming and dress required in the work environment of a selected career.

Performance Objective: 4.1.1 Given descriptions of personal grooming and dress which are required in a variety of work environments, select those which are important to your selected career. Describe why they are important to your work experience education coordinator.

NOTE TO THE STUDENT

The purpose of this LAP is to help you to select and maintain those aspects of proper personal grooming and dress which are required in your chosen work.

RATIONALE

Grooming and Dress
The need for good grooming and proper dress in any occupation cannot be over-emphasized. A recent survey of 153 companies* indicates that the most common reason for rejection of a job applicant was poor personal appearance, in spite of the fact that many applicants were perfectly capable of doing the work required. The employer looks upon the employees as representatives of his company and he wants them to create the best possible impression.

Many employees fail to advance or are laid off due to poor personal hygiene, lack of proper dress or appearance, or failure to utilize proper safety apparel. Although an employee may have no personal contact with a firm's customers, a potential customer may base his decision to place an order on a personal survey of the firm's facilities and his impression of the work force. For this reason alone many employers insist on uniforms or common dress.

An employee with bad breath or body odors may be the target of complaints by his co-workers, while long hair or beards may present a safety or contamination hazard. Thus good grooming and dress are certainly major factors for success and advancement in almost any occupation.

*Suceeding in the World of Work: Kimbrell & Vineyard; McKnight Publishing Co., 1970.

DIRECTIONS

In this LAP you must maintain proper personal grooming and dress. You will rate yourself each day for a period of one week. Then you will take your rating chart to your instructor and/or employer. If he agrees with your self-rating and also gives you a satisfactory rating, then you may skip the activities in this LAP. (No pre-test)

PERSONAL GROOMING CHART

(write in "yes" or "no")

PHYSICAL HEALTH:	1.	2.	3.	4.	5.
1. Well-rested					
2. Daily bath/shower					
3. Use of deodorant					
4. Brushed teeth					
5. Clean breath					
6. Shiny-clean hair					
7. Becomingly-styled hair					
8. Clean complexion					
9. Clean hands and nails					
10. Clean shaven/make-up					

Rating Scale:

This chart represents five work days. Write in "yes" or "no" if you have complied with each of the ten items of grooming. To thine own self be true. Be honost in your assessment.

Now take this completed chart to your instructor and/or employer. If he is satisfied with your rating and feels that you are complying and will continue to comply with the proper standards in grooming, then he will exempt you from continuing the rest of these activities.

GUIDELINE FOR APPROPRIATE DRESS

(write in "yes" or "no")

	1.	2.	3.	4.	5.
1. Clean socks/stockings					
2. Clean underwear					
3. Clean outerwear Neat and pressed					
*4. Color-coordinated Fashionable Figure-flattering					
*5. Tie/accessories					
*6. Shoes Polished Well-heeled					
7.					
8.					
9.					
10.					

Follow the instructions as given under the Personal Grooming Chart. The items # 7 - 10 are left open for you to complete as they apply to your particular job. Work clothing is hard to pin down and categorize. The clothes you wear depend on the type of job you have. If in doubt about the type of clothes to wear, discuss your problem with your employer, your fellow workers, or your work experience sponsor.

*These items may not apply to your type of work. If so, change the items so they relate to your vocation.

Choose three to complete

1. Go to the library and select a book on dress and grooming in relation to your vocation. Report in writing (or orally before your V. E. Class) on at least three areas in which this book proved beneficial to you.

2. Observe five of your co-workers. Make a brief analysis of their grooming and dress habits. Use a chart such as the one you used to evaluate yourself. Make a copy of it. The # 1 - 5 can represent your five co-workers. Based upon your chart findings, write a report about the specific aspects of grooming and dress which you find pleasing and desirable in the people at your work.

3. Interview three friends and/or relatives to determine what aspect of your grooming or dress should be improved. To help them with this assessment, give them charts like the ones included in this package. Or be creative and formulate your own grooming and dress evaluation charts. Use their suggestions to make a list or to write a paragraph dealing with your self-improvement. Abide by their suggestions for one week. Return for another assessment. Save all charts and evaluations to submit to your work experience co-ordinator.

4. Talk to your employer concerning his ideas on grooming and dress. If possible, tape record the interview. Summarize his ideas either on tape or in writing.

5. From an old magazine, cut out a picture of a person appropriately groomed and dressed for the type of work such as you are doing. Post this on your mirror to remind you of these standards. Under the picture post a list of things to follow which will help you achieve the necessary standards. At the end of a week, write a brief report stating whether or not this activity was beneficial to you.

POST TEST

1. Name a position or job in your company or place of work that would be filled by a person wearing one of the following modes of dress:

   a. Business suit:

   b. Sport clothes (jacket with tie):

   c. Sport shirt and slacks (skirt and blouse):

   d. Overalls or work clothes:

   e. Uniform:

   f. Safety apparel:

2. Name your job and mode of dress appropriate for it. Be specific. Include details. Describe why these aspects of grooming and dress are important in your line of work.

3. List the grooming habits you should follow each morning in preparation for your day's work.

4. Since "time is of the essence" in the morning, what grooming habits could you follow each evening to better organize yourself for your work-day?

5. Write the reasons you think your employer might find that would make him reluctant to hire a man with long hair or a beard.

6. Are there any articles of safety apparel applicable to your job? If so, what are they? Why are they necessary?

7. Which elements of good grooming do you feel are most neglected? Why do you feel these aspects of grooming are overlooked?

POST TEST (Scoring Key)

1. This question must be evaluated by the co-ordinator since there are many possible answers.

2. This question must be evaluated by the co-ordinator since there are many possible answers.

3. Showers, shave deodorant, after-shave lotion, check nails, brush and comb hair, brush teeth after breakfast, mouthwash.

4. Select clothes for the next day, check for wrinkles, etc. Shine shoes, check nails.

5. Long hair may be a contamination or safety hazard or may not present the best impression on an in-plant survey by potential customers.

6. Evaluation by co-ordinator.

7. Primarily long hair and neglected nails because most people do not have a regular schedule for taking care of grooming elements that do not need attention every day. A regular barber appointment should be a part of good grooming.

Passing score: Five correct responses out of seven questions.

I-DEAS

1. Each day for one week take a picture of yourself wearing the appropriate attire for your line of work. Since each picture is worth a thousand words, write a short paragraph (it need not be a thousand words!) on why you consider yourself appropriately groomed and attired. Affix a picture to each of your paragraphs and submit it to your employer or co-ordinator. Do they agree with the opinions you have formulated?

2. Check in your school's audio-visual catalog or at the public library for available and free films on grooming and dress (making sure they are of recent vintage). Preview the films and present the best ones to your class.

3. Using a slide or moving picture camera, make your own film presentation on grooming and dress. Cartoons or real people can act for you., Spice with some humor. Your narration can be done on tape. Share it with your class and friends.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.1 Maintain the personal grooming and dress required in the work environment of a selected career.

Performance Objective: 4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.

NOTE TO THE STUDENT

By the time you finish this LAP you will have a list of criteria for judging your dress and grooming appearance.

RATIONALE

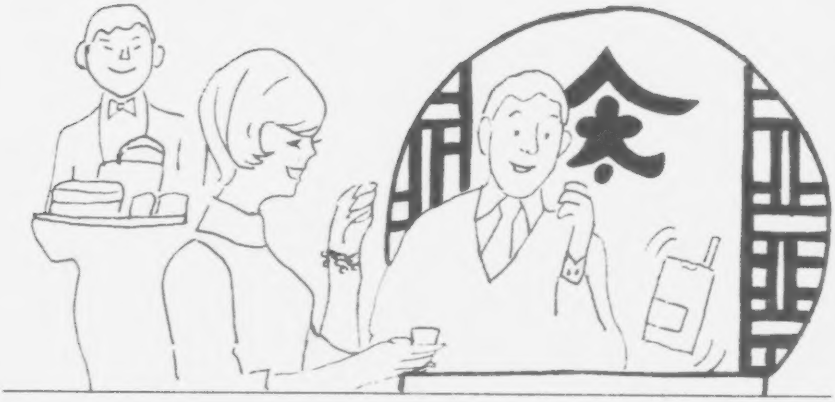
This LAP is designed to help you recognize well or poorly groomed people. A well groomed person will have properly trimmed hair, clean face and hands, reasonably clean pressed clothes and an overall neat-clean look.

DIRECTIONS

In this LAP you will be inspected by your Work Experience Education sponsor for overall appearance. You will have acquired criteria to evaluate a properly groomed person and you will evaluate your own appearance.

PRE-TEST

Using the picture below, list five (5) things you would look for in determining whether or not these people are properly dressed and groomed.



1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

PRE-TEST

Scoring Key

1. Clean hands
2. Groomed hair
3. Clean teeth
4. Overall neat appearance
5. Pressed clothing

These are samples only--other items accepted by coordinator at his discretion.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 1: Before going to work or directly after work, whichever is more convenient, report to your work experience education sponsor for a grooming and dress inspection. Discuss your appearance with your work experience education sponsor.

ACTIVITY 2: Using the criteria on the form below rate yourself:

Excellent - 3 points

Good - 2 points

Acceptable - 1 point

Poor - 0 points

Unacceptable - (-1) point

	Rating
Clothes are reasonably clean and pressed	
Hair is clean and combed	
Hands and fingernails are clean and trimmed	
Men shaved--Women proper make-up	
Appropriate clothes are worn	

Total Score ______________

POST TEST

1. Using the criteria and the rating form below, test yourself before going to work every day for one week. On one day have your supervisor rate you.

   Rating Scale:

   Excellent - 3 points

   Good - 2 points

   Acceptable - 1 point

   Poor - 0 points

   Unacceptable - (-1) point

	DAY					Supv.
	1	2	3	4	5	
Clothes are reasonably clean & pressed						
Hair is clean and combed						
Hands & fingernails clean & trimmed						
Men shaved/Women proper make-up						
Appropriate clothes worn						
TOTAL DAILY SCORE						

POST TEST

Scoring Key

To pass this test you should receive acceptable in every category and a daily total of 6 or more.

I-DEAS

1. Look through a magazine or newspaper and cut out examples of well-groomed and poorly-groomed people.

2. Make a detailed check list for yourself of daily grooming habits. Rate yourself.

3. Discuss with a friend an appropriate grooming criteria. Rate each other on your criteria.

4. Have a classroom discussion on various occupations and why people dress as they normally do for these occupations.

5. Make a list of five people you see daily, note their appearance for one week.

6. Make a study of the change in dress habits over the last 50 years.

7. Pick an occupational area and describe or illustrate how people in this occupation in different countries would dress.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in the work environment of a selected career.

Performance Objective: 4.2.1 Discuss with your related class or your Work Experience Education Coordinator the behaviors and attitudes necessary for success in the work environment of a selected career station. Use the rating scale provided to indicate those requirements which you find acceptable, and those you find unacceptable or you consider unnecessary.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to identify behaviors and attitudes in a work situation which will affect your success in your selected career. You will be able to tell why you dislike or disagree with certain behaviors and attitudes, and you will be able to rate yourself in some important behavior and attitude areas.

RATIONALE

This LAP is designed to help you recognize and analyze some behaviors and attitudes which will help you succeed or cause you to fail in your selected career station.

DIRECTIONS

In this LAP you will tell how you feel about some requirements for a specific job, you will identify some important behaviors and attitudes, and give examples from your own observations. You will rate yourself in these important areas and identify behavior and attitude requirements for success in your selected career station.

PRE-TEST

For each of the five (5) requirements for success at the Chew-A-Lot Bubble Gum Company listed below, indicate on the rating form provided below how you feel about each. Put yourself in the position of someone who has been with Chew-A-Lot for about a year and is considering either accepting a promotion within Chew-A-Lot or accepting a similar job with Gibson Gum Balls, a competitive firm.

Chew-A-Lot Success Plan

1. No mustaches, beards, sideburns or long hair for men.

   No pantsuits, hot pants, short skirts or jeans for women.
2. Always wear a smiling bubbly-gum face.
3. Early to work and late to leave is the hallmark of a dedicated employee.
4. All promotions will be on a merit, not seniority, basis.
5. We work hard four days a week and take three-day week-ends.

Now indicate your feelings about each part of the "Success Plan."

	1	2	3	4	5
A. Strongly agree					
B. Agree					
C. Mildly disagree					
D. Disagree					
E. Strongly disagree					

Discuss below, why you disagree with those requirements which you marked in categories C, D, and E.

PRE-TEST (Scoring Key)

There are no correct or incorrect answers for how you feel about each of the requirements at Chew-A-Lot. You should, however, be able to identify why you disagree with those items you marked C, D, or E.

You may, if you wish, discuss why you agree with those requirements marked A and B. Go on to the Learning Activities and Resources. Do all three (3) activities.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Matching: Match the words and phrases in Column A with the definitions in Column B. Put the letter of the definition next to the word it best describes.

A	B
______ 1. Prejudice	A. Not eager or willing to work or exert one-self
______ 2. Self-control	B. Behaving in a manner expected of someone in their own age group
______ 3. Ability	C. Unnecessary and unjustified negative attitude and action towards people and situations
______ 4. Rebel attitude	D. Having acquired the related knowledge (facts and awareness, and understanding) to perform a given task or tasks
______ 5. Laziness	E. Control of one's emotions, desires, and actions
______ 6. Training	F. An unfavorable judgment formed before the facts are known
______ 7. Motivation	G. Impulse or inner drive to do something
______ 8. Patience	H. Unwilling to work together for a common purpose
______ 9. Unwilling to cooperate	I. Having the required skill to perform a given task
______10. Maturity	J. The ability to wait or endure without complaint
______11. General negative attitude	K. Openly resisting authority

ACTIVITY #2. Examples: Give a brief example from your selected career station for each of the 11 attitudes and behaviors listed in Activity #1.

1. Prejudice: ____________________

2. Self-control: ____________________

3. Ability: ____________________

4. Rebel attitude: ____________________

5. Laziness: ____________________

6. Training: ____________________

7. Motivation: ____________________

8. Patience: ____________________

9. Unwilling to cooperate: ______________________________

____

____

10. Maturity: ______________________________________

____

____

11. General negative attitude: ____________________________

____

____

ACTIVITY #3. Rating: Indicate on the chart below, how you would rate each of these behaviors and attitudes in affecting your success in your selected career station. Place an "X" on the line under the number which represents your choice or answer.

	Highly Desirable		Beneficial		Acceptable		Unnecessary		Unacceptable	
	10	9	8	7	6	5	4	3	2	1
Prejudice										
Self-control										
Ability										
Rebel attitude										
Laziness										
Training										
Motivation										
Patience										
Unwilling to cooperate										
Maturity										
General negative attitude										

LEARNING ACTIVITIES AND RESOURCES

(Scoring Key)

ACTIVITY #1. 1. F

2. E
3. I
4. K
5. A
6. D
7. G
8. J
9. H
10. B
11. C

POST-TEST

Part 1: List five (5) requirements (behaviors and/or attitudes) necessary for success in your selected career station. Using the rating scale provided, rate yourself in terms of how well you understand why this is a requirement for success, and how often you fulfill the requirement. (Part 2 below).

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

Part 2: Indicate on the graph where you rate yourself for each of your five (5) requirements for success. Score each reply by multiplying your understanding why rating by your frequency of fulfillment score. For example, if requirement 1 is eating a good breakfast, you might have some idea why this is important (3 points), and eat a good breakfast sometimes (2 points), for a total of (2 x 3) or 6.

Understands completely why	4				
Has some idea why	3				
Has little idea why	2				
Has no idea why	1				
		1 Never fulfills the requirement	2 Seldom fulfills the requirement	3 Often fulfills the requirement	4 Always fulfills the requirement

Part 3: For each requirement where you rated yourself "Understands completely" or "Has some idea why," describe briefly why your requirement is necessary for success.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

POST-TEST (Scoring Key)

To Pass This Test:

1. Your requirements should be realistic and should reflect general behavior and attitudes rather than specific skills required in your selected career station.

2. You should get a score of four (4) or better in each of your five (5) requirement areas.

3. You should be able to identify some reason why each requirement is necessary for success. If you cannot, discuss the requirement with your Work Experience Education Coordinator.

I-DEAS

1. Write a story which tells about a typical day on-the-job of a box boy at your local supermarket. Point-out how the behaviors and attitudes of the box boy, his fellow workers, and the store's customers affect each other.

2. From your point of view, in your selected career station, give one or more specific examples for each category listed below of behaviors and attitudes which you have felt or observed towards:

    A. Your customers

    B. Your fellow employees

    C. Your own success

    D. Life in general

    E. Your boss

    F. The company you work for

3. Make a list of five (5) things you like about your present job and three (3) things you don't like. For the things you don't like, discuss why they are unacceptable, unpleasant, unnecessary, or tedious to you.

LAP Prepared by Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in the work environment of a selected career.

Performance Objective: 4.2.1 Discuss with your related class or your Work Experience Education Coordinator the behaviors and attitudes necessary for success in the work environment of a selected career station. Use the rating scale provided to indicate those requirements which you find acceptable, and those you find unacceptable or you consider unnecessary.

NOTE TO THE STUDENT

By the time you finish this LAP you will be aware of behaviors and attitudes present in work situations, and who these behaviors and attitudes affect; the employee, the employer and/or the customers.

RATIONALE

This LAP is designed to help you understand how behavior (what you do in a work situation) and attitudes (how you feel about doing it), as well as the impression other people form (observation about your feelings), contribute to your success or failure on a job. This may be a promotion, a raise, prestige, contacts, or exposure. Although some behaviors and attitudes help you to get ahead, they may be, in your opinion, unnecessary or even unacceptable. You should learn to identify these requirements.

DIRECTIONS

In this LAP you will cite a behavior or attitude requirement which you feel is unnecessary, you will list the behaviors and attitude requirements necessary for success in your selected career area, and you will select some behavior and attitudes you would look for in a successful employee.

PRE-TEST

Imagine a work situation where the boss of the company required the employees to do something which you feel is unnecessary - in terms of behavior or attitude. For example, the employees must act as though the customer is always right. Describe your situation and discuss why you feel the behavior or attitude requirement is unnecessary or even unacceptable.

PRE-TEST (Scoring Key)

Any reasonable answer to this test is acceptable.

Now go on to the Learning Activities.

LEARNING ACTIVITIES AND RESOURCES

Do all three activities.

ACTIVITY #1. Make a list of five (5) or more behavior and/or attitude requirements generally accepted as required for success in your selected career station.

ACTIVITY #2. For each requirement, check whether you think it is acceptable, unacceptable, or unnecessary. Be sure to include at least one unacceptable or unnecessary requirement.

ACTIVITY #3. Explain how you would change the unacceptable requirement, any why the unnecessary ones are unnecessary.

Requirements	Acceptable	Unacceptable	Unnecessary
1.			
2.			
3.			
4.			
5.			

Unacceptable - How I would change it: ______________________________

____

____

Unnecessary - Why? ____

____

____

POST TEST

Make a list of five (5) or more specific behavior and attitude requirements you would evaluate in an employee if you were considering him for a promotion, a raise, or for a letter of recommendation.

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

5. ______________________________

____

____

POST TEST (Scoring Key)

Show this completed test to your teacher, who will determine how well you did on it.

IDEAS

1. Discuss how behaviors and attitudes are learned and changed.

2. How does a reporter or disc jockey convey his attitude on the radio?

3. Define success for you in your work situation.

4. Write a skit or short story about how a change in behavior or attitude contributed to someone's success.

5. Discuss in class how a winning attitude helps a team succeed.

6. Discuss how your attitude as a customer might affect the behavior and attitude of the person waiting on you.

7. Make a list of jobs where attitudes are more important and a list where behaviors are more important.

Attitudes are more important: ____________________________

____

____

____

____

____

Behaviors are more important: ____________________________

____

____

____

____

____

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in the work environment of a selected career.

Performance Objective: 4.2.2 Given an evaluative report by your Work Experience Education Coordinator or Sponsor that identifies need for improvement in behaviors and attitudes required on the job, accept such criticism in a positive manner. Demonstrate this through improvement on the job in the areas of deficiency. Evidence of the ability to profit from productive criticism will be indicated on a rating form completed by your Work Experience Education Sponsor.

NOTE TO THE STUDENT

By the time you finish this LAP you will have had some experience in being criticised. You will practice giving it to other students and receiving it from your Work Experience Education Sponsor.

RATIONALE

This LAP is designed to help you understand the reason for criticism, and to develop a method for using it to your best advantage. While not all on-the-job criticism may be fair or realistic, we will assume in this LAP that any criticism is in your best interests for a more successful employment experience.

DIRECTIONS

In this LAP you will put yourself in several situations wherein you will be criticised and you will criticise. You will work out positive reactions and solutions to the criticism

PRE-TEST

None required.

LEARNING ACTIVITIES AND RESOURCES

There are five (5) sections to this activity. Do all five. The IDEAS for this LAP are optional. Your teacher may allow you to do one or more of them instead of this activity.

ACTIVITY #1. A student was told by his sponsor today that he had a tendency to waste time on the job; for example, his breaks were too long, he spent too much time socializing with his co-workers, and he would often take an hour to do a job that should take only a half-hour. The student's sponsor is concerned and interested in making a reliable, resourceful, and valued employee of this student. Assuming the sponsor's criticisms are valid, write out briefly how the student should react to the criticism and what he should do to improve his behavior and attitude on the job.

ACTIVITY #2. With a fellow student, role-play a boss-employee situation in which the employee is criticised by the boss in an effort to improve the employee's behavior and attitude on the job. List situations that are realistic. The employee's reaction should be positive, not defensive. Work out a solution to the problem.

ACTIVITY #3. Make a list of your responses to the criticisms.

ACTIVITY #4. Reverse roles and role-play a different situation.

ACTIVITY #5. Make a list of your responses to these new criticisms.

POST-TEST

Discuss in writing below, one of your weak, on-the-job areas, preferably one related to a criticism of you received at work. Discuss what you are going to do about it.

POST-TEST (Scoring Key)

Have your Work Experience Education Sponsor evaluate your discussion and rate you on your ability to face and accept constructive criticism.

Have him place you on the scale. Circle the number closest to your ability.

Ability to face and accept constructive criticism.

10 9	8 7	6 5	4 3	2 1
Excellent	Good	Fair	Poor	Unacceptable

IDEAS

1. Discuss in class the difference between positive and negative reactions to criticism.

2. Define criticism in your own words. Give examples.

3. Discuss, at home, employer-employee criticism.

4. Ask your close friends or parents how they feel you react to criticism.

5. Make a list of five (5) things to keep in mind when criticising others or being criticised.

6. Keep a record of criticism you received on the job, and your efforts to improve.

7. Think up another way to achieve the Berformance Objective of this LAP.

IDEAS

1. Discuss in class the difference between positive and negative reactions to criticism.

2. Define criticism in your own words. Give examples.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.2 Demonstrate the behaviors and attitudes required in the work environment of a selected career.

Performance Objective: 4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your Work Experience Education Coordinator and Sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your Sponsor on a rating form.

NOTE TO THE STUDENT

By the time you finish this LAP you will know what your Work Experience Education Sponsor expects from you in regard to getting to work on time, and why punctuality is a good work habit: also why being at work regularly is important.

RATIONALE

This LAP is designed to make you aware of the problems caused by, and for, someone who is chronically late or absent. Punctuality and regular attendance is a habit: this is a good time to emphasize the benefits for your present and future job.

DIRECTIONS

In this LAP you will find out the procedures to be followed whenever you must be late or absent from your present job. You will discuss why punctuality and attendance is required, and how to correct a chronically late or absent employee. Your punctuality and attendance will be rated by your Work Experience Education Sponsor.

PRE_TEST

List below at least five (5) different reasons why an employer would want his employees at work on time.

1. ____________________

____

____

2. ____________________

____

____

3. ____________________

____

____

4. ____________________

____

____

5. ____________________

____

____

PRE-TEST (Scoring Key)

Your response should include not only reasons which benefit the employer, but reasons which indicate some benefit in terms of behavior, attitude, and potential success for the punctual employee.

Now go on to the Learning Activities.

LEARNING ACTIVITIES AND RESOURCES

Do the three (3) activities listed below.

ACTIVITY #1. Find out from your Work Sponsor the procedure to be followed whenever you are late or absent.

Make a written list of these procedures here:

____

____

____

____

____

ACTIVITY #2. On the sheet of paper on page 5, make up a form to be followed whenever you are late or absent. Include such items as: How late, why late (absent), and what you could have done to prevent the lateness or absence.

ACTIVITY #3. Have your Work Sponsor rate your punctuality and attendance on the following form:

ASSIGNMENT CARD

Assignment: ______________________________

____

____

	ALWAYS	USUALLY	SELDOM
Employee is punctual			
Employee comes to work			

Form to be followed when I am late or absent:

POST TEST

Pretend you are the boss and you have an employee who is chronically late to work and/or absent from work. Outline a three-point program to correct the situation. Your program should be realistic. Write a program that would be effective with you, if you were the chronically late or absent employee.

1.

2.

3.

POST TEST (Scoring Key

If you really believe that this would be an effective solution to a problem of your punctuality, you have passed this test.

IDEAS

1. Discuss in class why someone would be continually late to school or work.

2. Tell your class a story about an experience you have had where you or someone you know was late, causing someone to be very irritated.

3. Do a research report on some of the psychological studies that have been done on people who are often late.

4. List three (3) or more different jobs where being on time is critically important.

5. Make a poster for your place of work which would encourage people to get to work on time.

6. Discuss how you would react if T-V programs did not start or stop on time.

7. Discuss in class how planning ahead and organizing your time can help you to get places on time.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.3 Identify the needs of the publics served in the work environment of a selected career.

Performance Objective: 4.3.1 Identify the expectations of the publics served in your selected career. For each expectation or need you have described, give at least one appropriate way you have learned to meet the public's need. Identify those responses which you have learned in your present assignment.

NOTE TO THE STUDENT

By the time you finish this LAP you will be aware that the public expects certain services wherever it goes. You will identify some of these public expectations in your occupational area and in some other areas.

RATIONALE

This LAP is designed to help you identify public expectations. Whenever you buy anything, or service, you expect to be treated with some courtesy and given information about what you are buying. You expect consistant quality in merchandise sold, and you look for prompt, speedy service. Each business and every public agency is expected, by its public (its customers), to meet certain standards. Our task now is to identify what the customer expects.

DIRECTIONS

In this LAP you, as a consumer, will discuss what you expect from specific occupational areas. You will list expectations of your occupational area, and tell how you identify these.

PRE-TEST

As a consumer, discuss what you expect from a gas station attendant when you buy gasoline. Your discussion should point out that the public generally takes for granted certain considerations and courtesies wherever they go.

1. Make a list of five (5) or more things that you as a customer expect from the attendant when you pull into a gas station.

   1.____

   2.____

   3.____

   4.____

   5.____

2. Write below in one or two sentences how you think the attendant learned what your expectations as customers are.

   ____

   ____

   ____

After completing this Pre-Test, proceed with the activities of this LAP.

PRE-TEST (Scoring Key)

Some of your answers might be:

1. My windshield was cleaned.

   The attendant was courteous.

   He gave me what I asked for.

   He offered to check my oil.

   I didn't have to wait long.

2. His boss told him.

   His own experience.

   Company advertising.

   Company memos.

LEARNING ACTIVITIES AND RESOURCES

Do two of the three activities listed below.

ACTIVITY #1. List three (3) expectations of the public served by your career area, and how you learned that they were customer expectations.

Expectations by Public Served	How You learned them
1.	
2.	
3.	

ACTIVITY #2. Discuss with your father or some other adult in a career area different from yours how he identifies public expectations (needs) in his job. List them, and how he learned them.

Public Expectations	How Learned
1.	
2.	
3.	

ACTIVITY #3. Write a report on how public expectations for your career have changed over the last 10 to 20 years.

POST TEST

1. For each of the occupational areas below, list three (3) expectations by the public served.

   Salesman: (car) 1.________________
   2.________________
   3.________________

   Law Enforement: (Policeman) 1.________________
   2.________________
   3.________________

   Education: (Teacher) 1.________________
   2.________________
   3.________________

2. Pick one of the three areas above, and discuss in a few sentences how someone in that type of job would learn what the public expects from him.

POST TEST (Scoring Key)

To pass this test, you should be able to list at least two expectations for each occupational area. Some answers could be:

Salesman	- knows about his product. is courteous and personable.
Policeman	- is polite to everybody. wears his uniform properly.
Teacher	- knows his subject. makes the class interesting and relevant.

IDEAS

1. Discuss in class how advertising attempts to change the public's notion of what it wants.

2. Tell your class what the public expects from your employer, and how you discovered these expectations.

3. How would the public expectations of your career area differ from those expected (needed) from the same area in another country? Give specific examples.

4. Check the editorial page of your newspaper for a couple of weeks, and select several cartoons which indicate that the Government has failed to identify public expectations (needs).

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.3 Identify the needs of the publics served in the work environment of a selected career.

Performance Objective: 4.3.2 As a result of dealing with the publics served in your selected career, a satisfactory rating will be given to you by your Work Experience Education Sponsor in one or more written progress reports.

NOTE TO THE STUDENT

By the time you finish this LAP you will evaluate your progress in, and ability to, identify the needs of the public in your selected career.

RATIONALE

This LAP is designed to help you find out more about yourself and your selected career area by measuring your success in identifying the public expectation of your career area.

DIRECTIONS

In this LAP you will evaluate the success of a T-V character. You'll identify the expectations of his public. You will develop a criteria for measuring your progress in identifying the expectations of your public, and you will evaluate yourself.

PRE-TEST

Tom Jones sings songs which he thinks his public (his viewers) will like. Marcus Welby, M.D. spends a great deal of time identifying the expectations of his public, that is his patients.

Pick another character from a T-V program and list three guidelines for this personality which he would follow in identifying the expectations of his public.

Grade a T-V personality - excellent, good, fair, or poor for each guideline.

GUIDELINES FOR T-V PERSONALITY	GRADE
1.	
2.	
3.	

PRE-TEST (Scoring Key)

To grade your test, follow this criteria for the Flip Wilson Show.

GUIDELINES FOR T-V PERSONALITY	GRADE
1. The audience wants to laugh.	Excellent
2. My guests should be interesting.	Excellent
3. I should be a good singer.	Fair

LEARNING ACTIVITIES AND RESOURCES

Do Activity #1, and either #2 or #3.

ACTIVITY #1. List below three ways you identify the public's needs.

A. ____________________

B. ____________________

C. ____________________

Have your Work Experience Education Sponsor rate you (excellent, very good, good, fair, poor) now, in two weeks, and in one month on how well you identify the needs of the public. You may want to revise your list for each evaluation.

How well I identify the needs of the public:		
Time	Rating	Comments
Now		
Two weeks		
One month		

ACTIVITY #2. Evaluate a fellow employee's ability to identify public expectations (needs).

____

____

____

____

ACTIVITY #3. Define public expectations (needs). Give examples.

____

____

____

____

POST TEST

1. Using the criteria you listed in Activity #1, grade yourself excellent, very good, good, fair, or poor. You should rate yourself good or better in all three areas.

   (1). ____________________

   (2). ____________________

   (3). ____________________

2. Write a few sentences telling how you would teach someone to identify the public's expectations of your particular career.

   ____

   ____

   ____

   ____

   ____

   ____

POST TEST (Scoring Key)

In order to pass this test, you should be able to give at least three (3) different ways to identify public expectations.

IDEAS

1. Discuss with some of your friends how the public expectations (needs) of their career area differ from those of yours.

2. Compare the attitude of an elected official with that of someone who is not directly concerned with meeting public expectations (needs).

3. Discuss how a T-V network goes about identifying public expectations (needs).

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.4 Meet the needs of the publics served in the work environment of a selected career.

Performance Objective: 4.4.1 Indicate which expectations of the publics served in your selected career are easy to meet, and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own requirements as a member of the consumer public.

NOTE TO THE STUDENT

By now you should be able to identify the needs of the public. By the time you finish this LAP you will be able to evaluate whether these needs (expectations) are easy or difficult to meet.

RATIONALE

This LAP is designed to help you understand that some public expectations (needs) are easily met, whereas others are difficult to meet. An understanding of the difficulties in meeting public expectations will make you a more aware and understanding consumer.

DIRECTIONS

In this LAP you will list some problems of others in meeting public expectations (needs). List the expectations of the public that you meet, and evaluate their difficulty to meet. You will also discuss whether your attitude as a consumer has changed as a result of your meeting public demands (needs).

PRE-TEST

1. A telephone operator faces a variety of problems in meeting the needs (expectations) of the public. List below five (5) of these problems.

   A. ______________________________

   ____

   B. ______________________________

   ____

   C. ______________________________

   ____

   D. ______________________________

   ____

   E. ______________________________

   ____

2. Rank your answers (using the letters) in order from the most difficult need to deal with, to the easiest.

   __________(Easiest)

   ____

   ____

   ____

   __________(Most difficult)

PRE-TEST (Scoring Key)

This Pre-Test is designed to make you aware of problems of varying degrees of difficulty in a particular career area. When you can fill in at least four (4) problems for a telephone operator, go on to the Learning Activity.

Two answers might be: Deal with obscene phone calls (difficult)

Give information service (easy)

LEARNING ACTIVITIES AND RESOURCES

Do one of the activities below:

ACTIVITY #1. List below, four (4) expectations of the public which you meet in your career. List two which are fairly easy for you to meet, and two which are rather difficult. Tell briefly why these public expectations are easy or difficult for you to meet.

1. (easy) ______________________________

(why) ______________________________

2. (easy) ______________________________

(why) ______________________________

3. (difficult) ______________________________

(why) ______________________________

4. (difficult) ______________________________

(why) ______________________________

ACTIVITY #2. Keep a record for a week of expectations which you as a consumer encountered. Include those which were not met to your satisfaction. Indicate whether your expectation was easy or difficult to meet.

Weekly Record of Expectations As a Consumer	Write in Easy or Difficult

POST TEST

Make a list of three (3) easy and three (3) difficult public expectations which your employer must meet, and indicate next to each expectation one or more departments of his business which are engaged in meeting these expectations.

Public's Expectations of Your Business	Department
Easy:	
1.	
2.	
3.	
Difficult:	
1.	
2.	
3.	

POST TEST (Scoring Key)

Give yourself one point for each answer. To pass, you must have at least eight (8) points.

IDEAS

1. Discuss in class how meeting difficult public expectations can make a job more challenging and rewarding. Give examples.

2. Interview someone in a career area different from yours, but someone you deal with or come in contact with frequently. Ask him what problems he has in meeting public expectations.

3. Make a list of three (3) very difficult public expectations which your employer must meet, and indicate next to each expectation one or more departments of his business which are engaged in meeting these expectations.

4. Discuss what makes a public expectation (need) easy or difficult to meet.

5. Discuss the alternatives of your company's customers when their expectations (needs) are not met by your company.

6. Explain below how you as a consumer have changed your attitude toward some occupational area because you have had some work experience in that area and therefore understand some of its problems.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.4 Meet the needs of the publics served in the work environment of a selected career.

Performance Objective: 4.4.2 Given examples of behavior or attitudes which are inappropriate to your selected career, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees, the public served, and the employer.

NOTE TO THE STUDENT

By the time you finish this LAP you will have an awareness of inappropriate behavior in a job situation, and the effects of such behavior on you, your fellow employees, your boss, and customers.

RATIONALE

This LAP is designed to help you understand that inappropriate behavior is often far-reaching, causing problems for others within and outside your particular company.

DIRECTIONS

In this LAP you will discuss inappropriate behavior in your career area, and how you, your fellow employees, your boss, and you as a consumer are affected by and react to inappropriate behavior.

PRE-TEST

After completing the Pre-Test, continue with the activities in this LAP.

1. Define inappropriate behavior in a work situation. You may use examples from your career area.

2. What effect does inappropriate behavior have on an employee?

3. What effect does inappropriate behavior have on the employer?

4. What effect does inappropriate behavior have on the public served?

PRE-TEST (Scoring Key)

1. Your definition of inappropriate behavior should include any behavior which does not conform to the traditional customs, rules, and regulations of the place of employment involved. For example, an employee who steals or doesn't get along with his fellow employees; an employer who won't admit when he's made a mistake or doesn't give credit where credit is due.

2. Employee - becomes discouraged, angered, or indifferent.

   Employer - becomes authorative, grouchy, irrational.

   Public Served - becomes unfairly critical, takes its business elsewhere.

LEARNING ACTIVITIES AND RESOURCES

There are two (2) activities in this section. Do both of them.

ACTIVITY #1. Outline a training program appropriate for your career area which would explain inappropriate behavior, how to avoid it, and what would be done to those who violate the rules of appropriate behavior.

Career area: ______________________________

Inappropriate behavior for this career: ______________

____

____

____

____

How to avoid this inappropriate behavior: ______________

____

____

____

____

What would be done to those who violate the rules of appropriate behavior?

____

____

____

____

____

Additional comments:

____

____

____

____

____

____

ACTIVITY #2. Give three (3) examples of inappropriate behavior, drawn from your particular career area. Briefly tell how you, your fellow employees, your boss, and your customers would be affected if you were guilty of the inappropriate behaviors in each of your examples.

BEHAVIOR #1: ____________________

Effect on you: ____________________

____

____

Effect on fellow employee: ____________________

____

____

Effect on the boss: ____________________

____

____

Effect on the customer: ____________________

____

____

BEHAVIOR #2: ____________________

Effect on you: ____________________

____

____

Effect on fellow employee: ____________________

____

____

Effect on the boss: ____________________

____

____

Effect on the customer: ______________________________

____

____

BEHAVIOR #3: ______________________________________

Effect on you: ____________________________________

____

____

Effect on fellow employee: __________________________

____

____

Effect on the boss: ________________________________

____

____

Effect on the customer: ______________________________

____

____

POST-TEST

Discuss below how you would feel if a local physician were found guilty of selling narcotics to junior high school kids. Your discussion should center around reactions to this inappropriate behavior.

How would your answer be different if it were your own doctor?

POST-TEST (Scoring Key)

Any reasonable discussion will be acceptable provided it includes some thoughts on how the public would react to this behavior.

IDEAS

1. Discuss with your work supervisor which behaviors and attitudes displayed in your career area have a bad effect on your area's public. Prepare a report on your general findings for your teacher.

2. Discuss how sports stars are penalized by their organization when their behavior outside is inappropriate.

3. Think up an inappropriate behavior which might occur in your career area. Discuss how you, if you were the boss, would deal with the misbehavior.

4. If you were working in a theatre where smoking was not permitted by law, explain how you would deal with a patron who is smoking.

LAP Prepared By: Dr. Dave Taxis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 4.4 Meet the needs of the publics served in the work environment of a selected career.

Performance Objective: 4.4.3 Meet the needs of the publics served in your selected career. Verification of the attainment of this objective will be made by your Work Experience Education Sponsor on a rating form.

NOTE TO THE STUDENT

By the time you finish this LAP you will evaluate your ability to meet the needs of the public in your selected career.

RATIONALE

This LAP is designed to give you a picture of your ability to meet public needs. Periodic, objective evaluation is a valuable tool in helping you to become a knowledgeable, effective employee in your selected career area.

DIRECTIONS

In this LAP you will design a criteria for evaluating your progress in learning to meet the needs of the public in your selected career area. You will be evaluated, and you will evaluate yourself using your own criteria.

PRE-TEST

None Required.

LEARNING ACTIVITIES AND RESOURCES

There are three (3) activities in this LAP. Do all of them.

ACTIVITY #1. Discuss below how the principal of a school meets the needs of the students, the faculty, and the P.T.A. Discuss, also, the areas of conflict in meeting these needs.

Meeting the needs of the students:

Meeting the needs of the faculty:

Meeting the needs of the P.T.A.:

Areas of Conflict:

ACTIVITY #2. List below, three (3) ways you as an employee directly or indirectly meet the needs of the public served by your career area:

1.____

2.____

3.____

Have your Work Experience Education Sponsor rate you (excellent, very good, good, fair, or poor) now, in two weeks, and in one month as to how well you meet the needs of the public. You may change your reasons listed above prior to each rating.

TIME	RATING	COMMENT
NOW		
2 WEEKS		
1 MONTH		

ACTIVITY #3. Consult with your boss and make a list of ways your place of employment could better meet the needs of its public. List them below.

POST-TEST

Evaluate yourself, using your own criteria. Discuss your evaluation with your teacher and design a program to improve your ability to meet the expectations of your public.

POST-TEST (Scoring Key)

Verification of your attainment of the performance objective will be made by your Work Experience Education Sponsor on this form.

Ability to meet the needs of the public served. (Circle the appropriate number.)

10 9	8 7	6 5	4 3	2 1
Excellent	Very Good	Good	Fair	Poor

IDEAS

1. Discuss in class whether T-V programming in your area actually meets the cultural, educational, and entertainment needs of the public served.

2. Discuss at home how Ralph Nader, Consumer Reports, and other consumer watchdogs help to meet the needs of the consuming public.

3. List avenues the public can take in your career area if their needs are not met.

4. For one month, keep a list of ways you think of to meet the needs of the public in your career area.

5. Evaluate the success of your chief competitor in your area of work, in meeting the needs of the public.

LAP Prepared By: Norvin Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.1 Apply knowledge of employment procedures and practices required for job placement.

Performance Objective: 5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.

NOTE TO THE STUDENT

This LAP involves experiences that will prepare you for seeking out a job. You will be provided an opportunity to practice several of the activities that you will actually do when you apply for a position.

RATIONALE

Each of the job-readiness activities in this LAP is listed on the following page. They will complement one another by building upon your background of experience to better prepare you for entry into the world of work.

DIRECTIONS

This LAP is composed of four (4) separate activities. On the following pages you will be requested to complete a short assignment for each. These assignments have been made very practical to assist you in your job-seeking endeavors. Please turn to the following page to receive explicit instructions.

A PERIOD OF TRANSITION

HIGH SCHOOL TO THE WORLD OF WORK

It is usually very difficult for high school students to take the first steps toward employment.

"Where do I start?" A common question often asked of Vocational Counselors, Work Experience Education Coordinators, and other school personnel.

The purpose of this LAP is to assist you to bridge this seemingly insurmountable gap between school and the world of work.

The following four practical activities are provided for your benefit.

1. Submitting an Application
2. Preparing a Personal Data Sheet
3. Checking Newspaper Want Ads
4. Canvassing Job Possibilities

You are requested to complete a short assignment for each section. These assignments have been made very practical to assist you in your job-seeking endeavors.

Before starting the assignments, turn to the Pre-test on the following two pages. This test consists of 15 True-False questions of which you will need to mark 13 correct to be exempt from completing this LAP.

If you mark 13 or more answers correct, when checked against the Test Key, the last page of this LAP, you may turn the LAP in and continue with another.

If you do not mark 13 answers correct you should turn to page 5 and start the first unit, SUBMITTING AN APPLICATION. Continue from this unit on to the next and so on until you have completed the LAP and are ready for the Post Test.

PRE-TEST

Name ____________________ Date ____________________

Mark True answers with a + and those that are False with a O. You should mark at least 13 of 15 correct to pass this test. Check your answers against those on the Test Key.

______ 1. Generally speaking, an application may be written in pencil if it is neat and well-organized.

______ 2. It is desirable to carry with you the names, addresses and telephone numbers of those persons whom you plan to use as references.

______ 3. No prior arrangement need be made with persons whose names you use for reference because most of these people are glad to help anyway.

______ 4. You should take your social security card when applying for employment rather than relying on your memory to write your number.

______ 5. It is especially important that you emphasize school and leisure time activities when applying for your first job.

______ 6. A personal data sheet should reflect a concise, clear picture of your past experiences, your interests, and your abilities.

______ 7. Some of your personal characteristics, such as how you get along with others, can be more accurately described by you than by a person whom you use as a reference.

______ 8. Skills gained during your high school Work Experience Education program should be emphasized in your personal data sheet.

______ 9. An employer will analyze your Personal Data Sheet with the objective of determining how you could fit into his organization.

______10. Every Want Ad you see under the heading, "JOBS" in a newspaper is an advertisement for an employment opportunity.

______11. You will have an opportunity to make full use of your Personal Data Sheet when you answer a "Blind Want Ad".

______12. Generally speaking, only large circulation, urban newspapers have a Want Ad Section.

_____13. Persons who are considered as being successful in their occupation or vocation are generally good sources of information and leads toward employment opportunities in their own field.

_____14. Close friends and neighbors are often very good sources of leads as to where potential jobs may be found.

_____15. A personal recommendation for you from a person who is successful in his field of work is considered a real "plus" on your application.

SUBMITTING AN APPLICATION

The following "rules of thumb" apply to applications for employment.

1. Print all information unless requested to do otherwise.
2. Applications should be printed, using an ink pen, preferably with blue or black ink.
3. Misspelled words, erasures or strikeovers are taboo on employment applications.
4. Take all information you may need with you when you make application for employment. The employer's receptionist would prefer not to lend her telephone directory to enable you to look up addresses and telephone numbers. DON'T FORGET TO TAKE YOUR SOCIAL SECURITY CARD.
5. Remember: NEATNESS AND CLARITY is the name of the game. The completed application is your personal representative to some foreman or office manager whom you have never met. Help it to sell you!!!

ASSIGNMENT

1. A PRACTICE APPLICATION

   Complete the following two-page practice application that is similar to one you will use when you actually apply for a job at a potential employer's place of business.

OR

2. Ask your employer to complete the enclosed JOB APPLICATION PROFICIENCY VERIFICATION.

Place your completed assignment in your folder for this LAP. Your Work Experience Education Coordinator may wish to discuss it with you when your LAP is evaluated.

You should now start the unit entitled, PREPARING A PERSONAL DATA SHEET. This unit starts on page 11. When this unit is completed, you should continue on to the next, CHECKING NEWSPAPER WANT ADS, starting on page 13.

1

Date ______________________

Social Security Number ______________________

Name (Print) ______________ ______________ ______________ (______________)(______________)
LAST FIRST MIDDLE PREFERRED NAME MAIDEN NAME

Address ______________ ______________ Phone ______________
Number and Street City, State, Zip Code Area Code - Number

Last Three Addresses (List most recent former address first.)

NUMBER AND STREET	CITY, STATE, ZIP CODE	FROM	TO
		MONTH AND YEAR	MONTH AND YEAR

Position or general work area for which you are applying ______________________

Would you work: Full Time ☐ Part Time ☐ 3 Months or Less ☐ Date Available For Work ______________

Specify Days and Hours, If Part Time ______________________

Have you previously applied for a position with our organization? Yes ☐ No ☐ If yes, when and where? ______________

____

Were you previously employed by our companies? Yes ☐ No ☐ If yes, where? ______________

Termination Date ______________ Name at time of termination (Females Only) ______________

List relatives in our employ ______________________

Name of acquaintances in our employ ______________________

PERSONAL & FAMILY DATA

Marital Status: Single ________
Engaged ________ Planned Wedding Date ______________
Married ________ Marriage Date ______________
Separated ________ Separation Date ______________
Divorced ________ Divorce Date ______________
Widowed ________ Date of Spouse's Death ______________

List Children:

Age	Sex

Name of Spouse ______________________ Occupation ______________

If spouse is employed, by whom? ______________ How long? ________ Earnings $________ Per ________

Do You Rent ☐ Own ☐ A House ☐ Apt. ☐ Mobile Home ☐ Room ☐ or Live With Relatives ☐ ?

What is the total monthly amount of your financial obligations?
(Include rent, payments on home, car, appliances, medical expenses, clothes, etc.) $ ______________

Do you own a car? Yes ☐ No ☐ or are you buying a car? Yes ☐ No ☐ Make ______________ Year ________

Do you have a driver's license? Yes ☐ No ☐ Driver's License Number and State of Issue ______________

Has your driver's license ever been suspended or revoked? Yes ☐ No ☐ If yes, explain ______________

______________________ Number of Traffic Citations in Last Three Years ________

Have you ever been arrested or convicted of any crime? Yes ☐ No ☐ If yes, explain ______________

____

APPLICATION FOR EMPLOYMENT

2

Number of auto accidents you have been involved in during last two years. ______

Have you ever been denied Fidelity Bond Coverage? Yes ☐ No ☐ If yes, explain ______

______

Are you a citizen of the United States? Yes ☐ No ☐ If no, under what type of visa are you currently here?

______

How do you spend your leisure time? ______

What are your favorite hobbies? ______

PHYSICAL & HEALTH DATA

Height: ______ Ft. ______ In. Weight: ______ Lbs.

Are you currently under a doctor's care? Yes ☐ No ☐ If yes, explain ______

If no, when did you last see a doctor? ______ Reason ______

Date of last physical examination ______ Purpose ______ Result ______ (Satisfactory or Unsatisfactory)

Are you currently taking any kind of medication? Yes ☐ No ☐ If yes, reason ______

Have you, during last 5 years, been confined in a: Hospital ☐ Sanitarium ☐ Mental Institution ☐ ?

Yes ☐ No ☐ If yes, list illnesses or physical conditions requiring confinements and dates of confinements ______

______

Describe any physical limitation that you feel should be considered in job placement ______

______

EDUCATION & TRAINING

Circle Last Year Completed ⇨	Grade, Trade, or High School 1 2 3 4 5 6 7 8 9 10 11 12	Technical, Bus. School, College 1 2 3 4 5	Graduate School 1 2 3 4	Grade Average Last School Attended

List Every High School, Business, or Trade School, and College attended	Location	Last Attended (Mo. & Yr.)	Date You Did/Will Graduate	College Major	College Minor	Degree Received	Grades	
							Cum. Ave.	0 Sys.

Are you currently enrolled in Evening, Correspondence, or other type course study? Yes ☐ No ☐

If yes, explain ______

Courses Most Liked:	High School	(1) ______	(2) ______	(3) ______
	College	(1) ______	(2) ______	(3) ______
Courses Liked Least:	High School	(1) ______	(2) ______	(3) ______
	College	(1) ______	(2) ______	(3) ______

Extracurricular Activities. (Include offices held, scholarships, awards, honors received, etc.) ______

High School ______

College ______

3 CHECK SKILLS & TRAINING ACQUIRED

☐ Typing _____ WPM Manual ☐
_____ Errors Electric ☐
☐ Shorthand Dictation _____ WPM
☐ Dictaphone
☐ Adding Machine

☐ Keypunch Machine
☐ Duplicating Machine
☐ Filing
☐ Bookkeeping

☐ Accounting
☐ Mathematics
☐ Statistics
☐ Other ____________________

EMPLOYMENT EXPERIENCE (Including Part-Time Work)

IT IS IMPORTANT TO YOU THAT ALL EMPLOYERS ARE LISTED AND EMPLOYED TIME RECORDED ACCURATELY

Indicate present or most recent employer first, next previous, etc.

Dates Employed	Company's Name and Address	Supervisor's Name & Position	Positions Held (Incl. Promotions)	Salary (Mo.)	Reasons for Leaving
FROM Mo Yr TO Mo Yr				INITIAL $ _____ FINAL $ _____	
FROM Mo Yr TO Mo Yr				INITIAL $ _____ FINAL $ _____	
FROM Mo Yr TO Mo Yr				INITIAL $ _____ FINAL $ _____	
FROM Mo Yr TO Mo Yr				INITIAL $ _____ FINAL $ _____	

(To record additional employment experience, ask receptionist for an employment record form.)

If currently employed, may your employer be contacted at this time for a reference? Yes ☐ No ☐

After completion of your education, have you ever been unemployed? Yes ☐ No ☐

If yes, give dates and reasons ____________________

____

What starting salary do you expect? $ _________ per _________

4

MILITARY SERVICE DATA — UNITED STATES SERVICE ONLY

What is your current Selective Service Classification? ______ If 1Y or 4F state reason ______

Have you served in the U. S. Armed Forces? Yes ☐ No ☐ What Branch of Service? ______

Date Entered Service ______ Date Discharged/Separated ______ Rank When Discharged/Separated ______

Are you receiving Pension or Disability Income? Yes ☐ No ☐ If Yes, $ ______ per ______ Type of discharge ______

Are you presently a member of the Armed Forces Reserve? Yes ☐ No ☐ National Guard? Yes ☐ No ☐

Period of Enlistment ______ To ______ Do you participate in yearly training camp or cruise? ______

This information is correct and true to the best of my knowledge.

Applicant's Signature ______

THIS SECTION TO BE COMPLETED BY APPLICANTS FOR TRAINEE & MANAGEMENT POSITIONS
(Includes Field Claims Positions)

In what geographical area would you prefer to live? ______ Alternate ______

Are you and your spouse willing to live wherever the companies may assign you to work? ______

Do you or your spouse have objections to a position requiring work outside the hours of the usual business day? ______

List Professional and Business Organizations to which you belong ______

References (Do not list relatives)

List below the name of four or more persons who would be willing to answer a reference inquiry from our organization in your behalf.

NAME	ADDRESS (Indicate street, city, state and zip code.)	OCCUPATION

THIS SECTION TO BE COMPLETED BY THOSE APPLICANTS WITH LAW TRAINING

Are you admitted to the Bar? ______ In what State(s)? ______

Why did you study law and take bar examination? ______

Have you practiced law? ______ How long? ______

Where? ______ Associated with whom? ______

Reasons for discontinuing Law Practice ______

JOB APPLICATION PROFICIENCY VERIFICATION

Date ____________________

TO: ______________________________________
Work Experience Educ. Coordinator

____
School or School District

This is to certify that ___________________________________ (name) completed an employment application at our firm. His/her application was considered satisfactory and would entitle the student for employment in our firm if a vacancy existed for which he/she was qualified.

Any aspects of the application which need improvement are noted below.

____
Interviewer (signed)

____
Firm Name

____
Address

____
Telephone

Areas that could use improvement:

____

____

____

PREPARING A PERSONAL DATA SHEET

A personal data sheet should contain information that can be utilized by an employer to enable him to know more about you as it pertains to your potential for contributions and success as an employee of his firm.

A personal data sheet may include such information as the following:

1. School record, including attendance.
2. Employment record, including non-paid experience or service.
3. Health record.
4. Available test scores, particularly interest and aptitude results which are available for you at your school.
5. Any significant experiences or achievements.
6. Prior training received as well as leisure time activities.
7. Results of skill proficiency tests or examinations.
8. Letters of recommendation.

   These should be requested in advance. You must use discretion in the selections of persons used as references. Include previous employers, teachers, counselors, vocational placement officer, work experience coordinator or personal friends who are older than you.

   The letters should include such information as the following; however, not all in any one letter:

   a. Character of applicant.
   b. Education and training information.
   c. Ability to get along with others.
   d. Native ability.
   e. Personal relationships between the letter writer and yourself.

ASSIGNMENT

Each Work Experience Education enrollee is requested to develop a personal data sheet that would be suitable to present to an employer. The following page provides a format that could be used for this purpose. Please complete this sample Personal Data Sheet as if you planned to present it to an employer. Retain this assignment with the rest of the LAP, then hand in when completed.

PERSONAL DATA SHEET

Name ______________________ Telephone ______________________

Address ______________________ Soc. Sec. No. _______ _____ _____

City ______________ State ______________ Zip ________

Skills I possess

____

____

____

Education

Graduated from ______________________ in ________ ________
month year

Subjects studied and length of time enrolled.

Subject	Semesters	Subject	Semesters

Interests and Hobbies

____

____

____

References

Name ______________________ Position ______________________

Address ______________________ Telephone ______________________

City ______________ State ______________ Zip ________

Name ______________________ Position ______________________

Address ______________________ Telephone ______________________

City ______________ State ______________ Zip ________

Name ______________________ Position ______________________

Address ______________________ Telephone ______________________

City ______________ State ______________ Zip ________

CHECKING NEWSPAPER WANT ADS

The following information pertains to Want Ads that are generally found in newspapers.

1. Many employers advertise in newspapers when they need employees with specialized skills.

2. Many ads request that you submit a written application and a personal data sheet to a post office box number. Don't feel discouraged by this. Employers use this "Blind Want Ad" technique as a pre-screening device and a means to conserve time and effort at their place of business, yet provide an opportunity for a personal interview for the candidates they wish to see.

   (Maybe a good practical use for two of the units you will carry out before completing this LAP)

3. Some employment agencies will advertise for very attractive positions only for the purpose of getting you into their office. There they will attempt to sign you up under contract whereas you pay them a fee if they are able to place you in an employment situation.

ASSIGNMENT

On page 14 that follows, write the name and date of a local newspaper. Search through the Want Ads of that newspaper and clip out any job advertisements that you feel you are qualified for.

Glue these Want Ads you have clipped on the following page under the name and date of the newspaper identified above.

Place the completed assignment with the rest of the LAP to be turned in upon completion of all assignments. Continue on to the next unit, CANVASSING JOB POSSIBILITIES.

NAME OF NEWSPAPER ______________________________ DATE ______________

Want Ads for Which I Qualify

CANVASSING JOB POSSIBILITIES

The technique of utilizing personal contact cannot be overlooked as an important step to use when looking for employment opportunities.

Dividends can often be reaped if you discuss your plans with a person who is already successfully employed in your chosen area. A person who is pleased with his position will often enthusiastically promote others to enter his line of work.

ASSIGNMENT

On page 16, the following page, complete the form entitled, CANVASSING JOB POSSIBILITIES. You will be able to accomplish this by talking with two adults who are successfully employed in your chosen field of work.

Ask these persons to provide you with some clues, techniques and names of potential employers to assist you to find and secure a job in your selected field.

When you finish this assignment, place your completed form in a folder with the rest of the LAP so you can discuss it with your Work Experience Education Coordinator when the LAP is complete.

Now you are ready for the Post Test. Take this test then compare your answers to those on the Test Key, which is the last page of the LAP. Correct any mistakes in a neat manner and turn it in to your LAP source. You are now ready for the next lesson.

CANVASSING JOB POSSIBILITIES

Type of job being sought: ______________________________

Required skills or experiences I possess: ____________________

SOURCES OF INFORMATION

Date: ____________ Contact Person: ________________

Address: ____________________

Telephone: __________________

Information Gained: ______________________________

Date: ____________ Contact Person: ________________

Address: ____________________

Telephone: __________________

Information Gained: ______________________________

POST TEST

NAME ______________________ DATE ______________________

Mark True answers with a + and those that are False with a 0.
You should mark at least 13 of 15 correct to pass this test.
Check your answers against those on the Test Key.

______ 1. Generally speaking, an application may be written in pencil if it is neat and well-organized.

______ 2. It is desirable to carry with you the names, addresses and telephone numbers of those persons whom you plan to use as references.

______ 3. No prior arrangement need be made with persons whose names you use for reference because most of these people are glad to help anyway.

______ 4. You should take your social security card when applying for employment rather than relying on your memory to write your number.

______ 5. It is especially important that you emphasize school and leisure time activities when applying for your first job.

______ 6. A personal data sheet should reflect a concise, clear picture of your past experiences, your interests, and your abilities.

______ 7. Some of your personal characteristics, such as how you get along with others, can be more accurately described by you than by a person whom you use as a reference.

______ 8. Skills gained during your high school Work Experience Education program should be emphasized in your personal data sheet.

______ 9. An employer will analyze your Personal Data Sheet with the objective of determining how you could fit into his organization.

______10. Every Want Ad you see under the heading, "JOBS" in a newspaper is an advertisement for an employment opportunity.

______11. You will have an opportunity to make full use of your Personal Data Sheet when you answer a "Blind Want Ad".

______12. Generally speaking, only large circulation, urban newspapers have a Want Ad Section.

______13. Persons who are considered as being successful in their occupation or vocation are generally good sources of information and leads toward employment opportunities in their own field.

______14. Close friends and neighbors are often very good sources of leads as to where potential jobs may be found.

______15. A personal recommendation for you from a person who is successful in his field of work is considered a real "plus" on your application.

TEST KEY

1. O
2. +
3. O
4. +
5. +
6. +
7. O
8. +
9. +
10. O
11. +
12. O
13. +
14. +
15. +

LAP Prepared By: Norvin Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.2 Understand the rules, regulations, procedures and practices related to employee wages, wage deductions, benefits and working conditions.

Performance Objective: 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures and practices that are important to employees.

NOTE TO THE STUDENT

This LAP involves the acquisition of background information that will help the new employee understand his benefits and be a better informed worker.

RATIONALE

It is important that employed persons have a clear understanding of various benefits, regulations and procedures that apply at their place of employment. This LAP will clarify several of these for the new employee.

DIRECTIONS

An introduction to this LAP is provided on the following page. Instructions are also included which give a step-by-step description of the procedures to follow while completing the LAP.

FRINGE BENEFITS

IMPORTANT INFORMATION FOR EMPLOYEES

There are many rules, regulations, procedures and practices that are important to new employees, as well as those who are well-established in the world of work.

This LAP will generally follow rules and regulations that legally apply to most workers. Other areas covered will relate to procedures and practices in specific employment situations.

The new workers using this LAP will be expected to utilize specific references as noted throughout this activity. This experience will provide an opportunity for you to gain information that will be lasting and apply to you throughout the rest of your working years as well as that period of time during which you are retired.

This LAP is concerned with rules and regulations that govern certain aspects of your employment.

Many of these can be very important to you. The importance of understanding your rights and responsibilities in such areas as Social Security, Disability Insurance, Workmen's Compensation, Unemployment Insurance, Industrial Welfare Work Orders and Retirement benefits are extremely important.

Upon completion of this assignment you will be expected to go out and get some answers concerning these subjects directly from your employer.

Let's start by assisting you to learn benefits that will accumulate for you--including cash payments during your retirement.

On pages 4 and 5 is a Pre-Test which covers the following subject areas:

1. The Workman's Compensation Law
2. Your Social Security
3. Industrial Welfare Work Orders
4. Job Placement and Unemployment Insurance Programs
5. California Disability Insurance
6. Credit Unions

As an employee, it is very important that you acquaint yourself with each of these important areas which relate to and affect workers.

You should now take the Pre-Test that is found on pages 4 and 5. If you score 25 answers correct out of 30, you need not complete any more of this LAP. Turn it in and ask for your next assignment.

On the last page of this LAP is a key which you may use to score your Pre-Test. If you do not score 25 correct answers, turn to page 6 which introduces the section on The Workmen's Compensation Law.

Continue through the LAP utilizing the named references for each section. These references contain all of the information necessary to complete the LAP and will be provided for your use when completing this assignment.

Now turn to the Pre-Test on pages 4 and 5 and complete it as directed.

Please keep this assignment together as a unit as you work through it. The Pre- and Post tests, as well as all sections, comprise the total unit.

PRE-TEST

Name ____________________ Date __________

The following True-False questions pertain to fringe benefits that accrue for employees. You should be able to answer 25 of 30 correct. (Mark your answers (+) for True and (0) for False).

_____ 1. Disabilities arising out of or caused by pregnancy are not eligible for State Disability Insurance.

_____ 2. When an employee is injured on-the-job, he is required to go to the company's doctor.

_____ 3. A worker cannot receive benefits under social security until he is 65 years of age.

_____ 4. Employers are required by law to pay one half of the amount that is paid into your Social Security Account.

_____ 5. Workmens Compensation Insurance is paid by the employer and provides benefits for employees injured on-the-job.

_____ 6. Social Security provides coverage for retirement, disability and hospital insurance.

_____ 7. A girl should report to the Social Security Administration when she marries to have her card changed to reflect her new name.

_____ 8. All workers in California are covered by Unemployment Insurance.

_____ 9. An unemployed person is required to register for work before he is eligible for Unemployment Insurance Compensation.

_____10. Some employers are exempt from Unemployment Insurance.

_____11. A person who reaches retirement age in or after 1971 will need to work 10 years to be eligible for social security retirement benefits.

_____12. When your father reaches retirement age and receives old-age benefits you can also receive benefits if unmarried and under 18 years of age.

_____13. Any person can be a member and deposit money at a credit union.

_____14. A good advantage of a credit union is that you can deposit money but they do charge a very high rate of interest if you need to borrow money.

_____15. All workers in California are eligible for Unemployment Compensation.

_____16. Generally speaking, credit unions only loan money in small amounts.

_____17. It generally costs more to borrow from a credit union than from a bank, but it is much easier.

_____18. Employee contributions pay the total cost of State disability insurance.

_____19. The Department of Human Resources Development charges a small fee for job placement.

_____20. Unemployment compensation cannot be paid if a worker voluntarily quits his job or refuses to take suitable work.

_____21. Cash received as a result of Workmen's Compensation benefits is taxed at the lowest possible rate.

_____22. Employees are required to report only those injuries which appear to be of a serious nature.

_____23. In some cases, Workmen's Compensation Laws provide an injured worker retraining for an entirely different occupation that may be completely unrelated to the present job station requirements.

_____24. An employer may be severely penalized if he illegally employs a minor under 16 years of age and the minor is injured.

_____25. Industrial Welfare Work Orders are written to apply equally to men, women and minors.

_____26. Industrial Welfare Work Orders are generally posted in the Payroll Department.

_____27. A special minimum wage rate of $1.35 per hour may be paid to minors and student workers.

_____28. A student worker rate of pay may be paid to female students up to 25 years of age.

_____29. An employer may not penalize an employee for a cash shortage, breakage, or loss of equipment unless it can be shown the loss was caused by a willful act, dishonesty or negligence.

_____30. Any uniform which is of distinctive color or design and is required by the employer must be supplied and maintained by the employer.

THE WORKMEN'S COMPENSATION LAW

This is one of the most important sections of this LAP. Each of us who works run the risk of a job-connected injury. It is extremely important we know as much as possible about this subject.

This is necessary for two reasons. First, we will all become more accident conscious and will tend to be more careful while working. Second, knowing the proper procedure to use in case of an injury and having an understanding of various compensation rates, makes us a more informed employee.

When you finish the section on "workmen's compensation", check your answers against the reference. All questions refer to various subheadings that are in bold print.

When you are satisfied that your answers are correct, move on to the next section of the LAP which is entitled Your Social Security.

THE WORKMEN'S COMPENSATION LAW

Reference: The Workmen's Compensation Law, Division of Industrial Accidents, State of California, Sacramento, (Rev. 2-70).

1. The basic purpose of the California Workmen's Compensation Law is to:

2. What is an Industrial Injury?

3. What should you do if you are injured while on the job?

4. Most persons who work may collect benefits if they suffer an industrial injury. However, some are not covered by compensation laws. The following groups of workers are not covered by California Compensation Laws.

5. The principle types of benefits under Workmen's Compensation Laws are as follows:

   a.

   b.

   c.

   d.

6. What is means by Rehabilitation services under Workmen's Compensation?

7. Explain the difference between Temporary and Permanent Disability.

   Temporary

   Permanent

8. List and explain six (6) types of penalties that may be brought against the employer or an employee.

   a.

   b.

   c.

   d.

   e.

   f.

9. What death benefits are available under Workmen's Compensation?

10. What medical benefits are available through Workmen's Compensation?

YOUR SOCIAL SECURITY

Approximately 9 out of 10 working people in the United States are building protection and retirement for themselves and their families under the social security program.

It would seem important that we understand as much as possible about this subject, even though we don't plan to "retire" in the near future. The information gained will help us to understand what happens to those $ $ $ $ that are deducted for this purpose from the paycheck each month.

After studying this unit we will probably agree that these deductions provide an excellent form of security for our own well-being now and in the future.

The questions on pages 11 and 12 refer to the reference listed at the top of the following page. Obtain the reference with your LAP and use it to determine the correct answers. Be sure to refer to the reference constantly to insure you have obtained the correct information.

When you finish this section of the LAP, continue on to page 13 which is an introductory page to the subject, Industrial Welfare Work Orders.

YOUR SOCIAL SECURITY

References: Your Social Security
Social Security Benefits for Students 18-22

1. Express in your own words what you feel is the basic idea of old-age and survivor's insurance under the social security law.

2. Persons who retire after 1991 will need to work 10 or more years to be eligible for old-age payments. This can also be figured as forty quarters of employment. Explain how the details of this statement can be applied to your retirement.

3. Under what conditons can a child of a retired insured worker or of an insured worker who has died receive a child's benefits.

4. What is the definition of this term, DISABLED, that keeps cropping up?

5. What is the relationship between Vocational Rehabilitation and Social Security Disability benefits?

6. The payment of social security taxes are shared equally between you, through payroll deduction, and by your ____________________.
This tax is paid directly to ____________________________________.

7. Briefly explain the benefits available and the qualifications necessary to receive the following:
   a. Old-age benefits
   b. Survivor's benefits
   c. Disability insurance

INDUSTRIAL WELFARE WORK ORDERS

These orders are posted in practically all places where persons are employed in the state of California.

These orders are written by a state agency primarily for the benefit of minors and all female workers.

All of the questions on pages 14 and 15 refer to the actual Welfare Order supplied with the LAP. By answering these questions you will be able to understand your rights and obligations that are regulated by Industrial Welfare. This affects your everyday conditions at your work environment.

As you answer the questions that follow be sure to check your answers against the work order to insure the correctness of your responses. When you finish this unit and thoroughly understand the kinds of information found on Industrial Welfare Work Orders, you may move on to page 16, an introductory explanation of Job Placement and Unemployment Insurance Programs.

INDUSTRIAL WELFARE WORK ORDERS

Reference: *Industrial Welfare Work Orders*, California Divison of Industrial Welfare.

1. A few words are defined on each welfare order. Define the following terms as they apply to the orders.

   a. Minor -

   b. Employee -

   c. Hours worked -

   d. Employer -

   e. Meal -

2. No female employee shall be required to lift or carry any object weighing in excess of ____________________ pounds, except by special permit.

3. Industrial Welfare Work Orders are generally posted in what typical kind of area?

4. Explain how the regulations governing employers and employees pertain to meal periods.

5. How do the work orders specifically provide for rest periods for employees?

6. Industrial Welfare Work Orders are specifically written to protect the rights of ____________________ and _________________________.

7. What is a "split shift"?

8. What happens if an employee is required to report for work and does report but is not put to work after arriving?

JOB PLACEMENT AND UNEMPLOYMENT INSURANCE PROGRAMS

You will notice on the cover page of the reference for this subject that there are over 100 offices of the Department of Human Resources Development listed, one of which will be located near your school.

The questions concerning the above subject are taken directly from this state publication. As you write the answers to the questions in this assignment, be sure to check your answers against the statements in the reference to insure the correctness of your responses.

This section of the LAP is used extensively by many workers in California. The majority of persons who are laid off or otherwise are terminated from their jobs are qualified to draw unemployment compensation.

When you complete this section, move on to questions on California Disability Insurance.

JOB PLACEMENT AND UNEMPLOYMENT INSURANCE PROGRAMS

Reference: Job Placement and Unemployment Insurance Programs,
Department of Human Resources Development (HRD)

1. What is the basic purpose of HRD?

2. What kinds of information are available?

3. What services are available for younger applicants?

4. Who is covered by California unemployment insurance?

5. Who may legally claim unemployment insurance?

6. List several conditions that can limit benefit eligibility.

7. What part does your former employer play in regard to your claim?

8. What must be reported as "earnings" when claiming benefits?

9. What may happen if you make a fraudulant claim?

10. Who pays for unemployment insurance?

CALIFORNIA DISABILITY INSURANCE

A large majority of the employees in California have disability payments deducted from their paychecks. Undoubtedly, you too are having disability withheld from your paycheck.

An important aspect of the various types of accident insurance that cover California employees is that more than one type of insurance can be combined to increase your disability or accident insurance while you are not working.

While rather similar to each other, the various benefits have their own characteristics which enable your coverage to provide more flexible protection in case of injury or illness.

Complete the three questions on this unit and continue to the last unit, Credit Unions.

CALIFORNIA DISABILITY INSURANCE

Reference: Disability Insurance Provisions, State Plan of California

1. Under what conditions might disability insurance be paid?

2. What is the procedure to use when applying for disability insurance?

3. What limitations apply to make no Disability Insurance Benefits payable?

CREDIT UNIONS

Most employees who are fortunate enough to be employed by a company that has an affiliated credit union, use the services of that organization on numerous occasions.

A credit union is generally organized and administered by employees, such as yourself. The more active the shareholders and the directors, the more benefits you can receive as a result of your association with the organization.

As you read through the references to complete the unit on credit unions, you should be thinking of how you fit into a "credit union picture." When you have answered the questions and checked them against the references for accuracy, you will have completed this LAP.

CREDIT UNIONS

References: You - Your Money - Your Credit Union
What Everyone Should Know About Credit Unions

1. What is a Credit Union?

2. What do the members of a credit union generally have in common?

3. What is Loan Protection Insurance that is provided for credit union members?

4. Many persons question whether their savings will be safe when deposited in a credit union. What are some of the built-in safeguards of credit unions?

5. Most cities have chartered credit unions in their area. Visit an actual credit union and obtain the following information.

   a. What is the official name of the credit union? Address?

   b. Who is eligible for membership?

c. Why do members generally borrow money? For what purpose?

d. What is the structure of management of the credit union?

e. Why do credit unions seldom fail or have a very large percentage of poor loans?

TO THE FINISH ! ! !

Your next step is to take the Post Test that comprises the following two pages. You can check your results with the test key which is the last page of this LAP.

If you miss any questions in the Post Test, go back to the reference on that subject and find the correct answer, then change your answer, making it correct. Continue this until all answers on the Post Test are correct.

You now are ready to put all of your completed LAP in order and return it to the LAP Bank. You may wish to discuss certain aspects of it with your coordinator. If this is true, secure an appointment and let your feelings be known.

Congratulations on Your Success

This should have been a worthwhile trip.

POST TEST

Name ____________________________________ Date ____________________

The following True-False questions pertain to fringe benefits that accrue for employees. You should be able to answer 25 of 30 correct. (Mark your answers (+) for True and (0) for False).

_____ 1. Disabilities arising out of or caused by pregnancy are not eligible for State disability insurance.

_____ 2. When an employee is injured on-the-job, he is required to go to the company's doctor.

_____ 3. A worker cannot receive benefits under social security until he is 65 years of age.

_____ 4. Employers are required by law to pay one half of the amount that is paid into Social Security Account.

_____ 5. Workmens Compensation Insurance is paid by the employer and provides benefits for employees injured on-the-job.

_____ 6. Social Security provides coverage for retirement, disability and hospital insurance.

_____ 7. A girl should report to the Social Security Administration when she marries to have her card changed to reflect her new name.

_____ 8. All workers in California are covered by Unemployment Insurance.

_____ 9. An unemployed person is required to register for work before he is eligible for Unemployment Insurance Compensation.

_____10. Some employers are exempt from Unemployment Insurance.

_____11. A person who reaches retirement age in or after 1971 will need to work 10 years to be eligible for social security retirement benefits.

_____12. When your father reaches retirement age and receives old-age benefits you can also receive benefits if unmarried and under 18 years of age.

_____13. Any person can be a member and deposit money at a credit union.

_____14. A good advantage of a credit union is that you can deposit money but they do charge a very high rate of interest if you need to borrow money.

_____15. All workers in California are eligible for Unemployment Compensation.

_____16. Generally speaking, credit unions only loan money in small amounts.

_____17. It generally costs more to borrow from a credit union than from a bank, but it is much easier.

_____18. Employee contributions pay the toal cost of State disability insurance.

_____19. The Department of Human Resources Development charges a small fee for job placement.

_____20. Unemployment compensation cannot be paid if a worker voluntarily quits his job or refuses to take suitable work.

_____21. Cash received as a result of Workmen's Compensation benefits is taxed at the lowest possible rate.

_____22. Employees are required to report only those injuries which appear to be of a serious nature.

_____23. In some cases, Workmen's Compensation Laws provide an injured worker retraining for an entirely different occupation that may be completely unrelated to the present job station requirements.

_____24. An employer may be severely penalized if he illegally employs a minor under 16 years of age and the minor is injured.

_____25. Industrial Welfare Work Orders are written to apply equally to men, women and minors.

_____26. Industrial Welfare Work Orders are generally posted in the Payroll Department.

_____27. A special minimum wage rate of $1.35 per hour may be paid to minors and student workers.

_____28. A student worker rate of pay may be paid to female students up to 25 years of age.

_____29. An employer may not penalize an employee for a cash shortage, breakage, or loss of equipment unless it can be shown the loss was caused by a willful act, dishonesty or negligence.

_____30. Any uniform which is of distinctive color or design and is required by the employer must be supplied and maintained by the employer.

SCORING KEY

Pre Test and Post Test

1.	+	16.	0
2.	0	17.	0
3.	0	18.	+
4.	+	19.	0
5.	+	20.	+
6.	+	21.	0
7.	+	22.	0
8.	0	23.	+
9.	+	24.	+
10.	+	25.	0
11.	+	26.	0
12.	+	27.	+
13.	0	28.	+
14.	0	29.	+
15.	0	30.	+

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions

Performance Objective: 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.

NOTE TO THE STUDENT

By the time you have completed this LAP you will be able to:

1. Identify rules, regulations, policies, employee benefits, working conditions, and miscellaneous employment practices that are important to employees.

RATIONALE

This LAP will help you identify some of the major rules, regulations, policies, and procedures that are important to your selected career.

DIRECTIONS

In this LAP you will identify and classify the major rules, regulations, policies, and procedures important to employees and to you in your future career by completing the Employee Information and Orientation Worksheet contained in this LAP.

PRE-TEST

1. Identify fifteen (15) rules, regulations, policies, and procedures that are important to employees.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

f. ______________________________

____

g. ______________________________

____

h. ______________________________

____

i. ______________________________

____

j. ______________________________

____

k. ______________________________

____

l. ______________________________

____

m. ______________________________

____

Pre-Test (Cont'd)

n.

o.

2. Classify the above into the group or agency who authorized them.

EMPLOYER	STATE	FEDERAL

3. Answer with a "Comment" why each of the items in Question #1 are important to you in your future career.

a.

b.

c.

d.

e.

Pre-Test (Cont'd)

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

k. ______________________________

l. ______________________________

m. ______________________________

n. ______________________________

o. ______________________________

4. Identify five (5) major rules, regulations, policies, and procedures that are unique to your future career.

a. ______________________________

b. ______________________________

c. ______________________________

Pre-Test (Cont'd)

d. ______________________________

____

e. ______________________________

____

Evaluative Criteria: Student must respond to three (3) of the above questions to the satisfaction of his Coordinator. If he cannot, he should complete this LAP.

PRE-TEST (Scoring Key)

1. Answers vary. (Refer to Resource List, page 9, for sample responses)

2. Answers vary. (Refer to Resource List, page 9, for sample responses)

3. Individual's response

4. Individual's response

Evaluative Criteria: Student must respond to all four (4) questions to the satisfaction of his Coordinator. If he cannot, he should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

Note to Student: Activities #1, #2, and #3 are required. Activity #4 is optional if the student is considering another vocational field.

ACTIVITY #1 Under the categories found on the Employee Information and Orientation Worksheet, page 8, list specific rules, regulations, procedures, and practices that are important to employees. (Use Resource List, page 9.)

ACTIVITY #2 In the columns titled "Employer" - "State" - and "Federal" of the Employee Information and Orientation Worksheet, page 8, mark an (X) in the appropriate column for each item you have listed who authorized that particular rule, regulation, or practice.

ACTIVITY #3 In "Comments" section of the Employee Information and Orientation Worksheet, page 8, indicate the importance of each item to employees.

ACTIVITY #4 (Optional) Choose a career different from your own present career objective. Complete another Employee Information and Orientation Worksheet for this career. Compare the rules, regulations, policy and procedures that apply to each. List on the lines below, those items which are unique to your chosen career.

EMPLOYEE INFORMATION AND ORIENTATION WORKSHEET

BROAD CATEGORIES:	EMPLOYER (X)	STATE (X)	FEDERAL (X)	COMMENTS (Importance to Employees)	PRESENT CAREER STATION (X)	FUTURE CAREER (X)
Rules, Policies, and Regulations						
Employee Benefits						
Working Conditions						
State & Federal Laws or Regulations						
Miscellaneous Employment Practices						

Sponsor: ____________________

Coordinator: ____________________

RESOURCE LIST

Absences
Adequate Lighting
Advancement
Bonds
Child Labor Laws
Counseling
Credit Unions
Employer Rules and Regulations
Equal Pay Act
Evaluation Procedures
Federal Wage Garnishment Law
[illegible]
Food
Health
Hospitalization
Legal Holidays
Miscellaneous
Payroll Periods
Pensions and Retirement
Profit Sharing
Publications
Recreation and Clubs
Resources and Awards
Safety
Safety Glasses
Security
Shopping
Sick Leave
Sickness and Accident
Social Security
Standards of Conduct
Time Records
Transportation
Vacations
Withholding Taxes
Workmans Compensation

POST-TEST

1. Identify fifteen (15) rules, regulations, policies and procedures that are important to employees.

a. ____

____

b. ____

____

c. ____

____

d. ____

____

e. ____

____

f. ____

____

g. ____

____

h. ____

____

i. ____

____

j. ____

____

k. ____

____

l. ____

____

m. ____

____

n. ______________________________

____

o. ______________________________

____

2. Classify the above into the group or agency who authorized them.

EMPLOYER	STATE	FEDERAL
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

3. Answer with a "Comment" why each of the items in Question #1 are important to you in your future career.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

Post-Test (Cont'd)

f. ____

____

g. ____

____

h. ____ "

____

i. ____

____

j. ____

____

k. ____

____

l. ____

____

m. ____

____

n. ____

____

o. ____

____

7. Identify five (5) major rules, regulations, policies, and procedures that are unique to your future career.

a. ____

____

b. ____

____

c. ____

____

Post-Test (Cont'd)

d. ____

____

e. ____

____

POST-TEST (Scoring Key)

1. Answers vary (Refer to Resource List, page 9, for sample responses)

2. Answers vary. (Refer to Resource List, page 9, for sample responses)

3. Individual's response

4. Individual's response

Evaluative Criteria: Student should obtain approval of sponsor and/or coordinator that his Employee Information and Orientation Worksheet is complete.

I-DEAS

A. Contact the Department of Human Resources Development for additional information on employee rules, regulations, policies, and procedures and write a one-page critique on this information.

B. Interview two (2) personnel managers and write a two-page review of their comments regarding their companies' rules and regulations.

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions

Performance Objective: 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your selected career and your future career plans.

NOTE TO THE STUDENT

Upon completion of this LAP you will be able to:

1. Identify rules, regulations, policies, and procedures important to employees on your current career assignment.

2. List five (5) rules and regulations that will probably apply to your future career plans.

3. Identify information regarding your present career station employer.

RATIONALE

This LAP will assist you in finding additional rules, regulations, policies, and procedures that you did not identify on your original list in LAP 5.2.1 and that will probably apply to your current career station.

DIRECTIONS

In this LAP you are to review, discuss, and obtain approval from your sponsor and coordinator of the Employee Information and Orientation Form completed in LAP 5.2.1 and record additional rules and regulations that were not on your original form that apply to your current and future career plans. You will identify information on your current work experience employer.

PRE-TEST

1. Identify six (6) additional rules, regulations, policies, and procedures that are important in the career station you now hold.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

f. ______________________________

____

2. Identify ten (10) rules, regulations, policies, and procedures that are important to employees that will apply to your future career plans.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

f. ______________________________

____

g. ______________________________

____

h. ______________________________

____

i. ______________________________

____

j. ______________________________

____

PRE-TEST (Scoring Key)

1. Answers vary. (Refer to Resource List, page 8, for sample responses.)

2. Answers vary. (Refer to Resource List, page 8, for sample responses.)

Evaluative Criteria: If student cannot respond to the above two (2) items to the satisfaction of his coordinator, he should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1 Present your Employee Information and Orientation Worksheet completed in Vocational LAP 5.2.1 to your employer, sponsor, and/or coordinator for review and comment. Place an (X) in the Career Station column for each item that applies to your current employment.

ACTIVITY #2 Add any items suggested that pertain to your present employer's operations which were not on your Employee Information and Orientation Form in Vocational LAP 5.2.1.

ACTIVITY #3 From the five (5) categories, place an (X) in the column marked "Future Career Plans" on the Employee Information and Orientation Form those items that you believe will apply to your selected career.

ACTIVITY #4 Present your completed Employee Information and Orientation Worksheet to your coordinator and sponsor for review. Have both sign upon their approval.

ACTIVITY #5 With assistance of your employer sponsor, complete the Employer Information Form on page 7.

EMPLOYEE INFORMATION AND ORIENTATION WORKSHEET

BROAD CATEGORIES:	EMPLOYER (X)	STATE (X)	FEDERAL (X)	COMMENTS (Importance to Employees)	PRESENT CAREER STATION (X)	FUTURE CAREER (X)
Rules, Policies, and Regulations						
Employee Benefits						
Working Conditions						
State and Federal Laws or Regulations						
Miscellaneous Employment Practices						

SPONSOR ____________________ COORDINATOR ____________________

EMPLOYER INFORMATION FORM

Official company name: ______________________________

When established? ______________________________

Who established company? ______________________________

Where originally established? ______________________________

What are its major products or services? ______________________________

____

____

____

____

Number of employees: ______________________________

Number of branches: ______________________________

Company's future plans: ______________________________

____

____

____

____

____

REFERENCE LIST

Absences
Adequate Lighting
Advancement
Bonds
Child Labor Laws
Counseling
Credit Unions
Employer-Employee Relations
Equal Pay Law
Evaluation Procedures
Federal Wage Garnishment Law
FICA
Food
Health
Hospitalization
Legal Holidays
Miscellaneous
Payroll Periods

Pensions and Retirement
Profit Sharing
Publications
Recreation and Clubs
Restrooms and Lockers
Safety
Safety Glasses
Security
Smoking
Sick Leave
[illegible]
Social Security
Standards of Conduct
Time Records
Transportation
Vacations
Withholding Taxes
Workmens Compensation

POST-TEST

1. Identify six (6) additional rules, regulations, policies, and procedures that are important to the career station you now hold.

   a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

   d. ______________________________

   ____

   e. ______________________________

   ____

   f. ______________________________

2. Identify ten (10) rules, regulations, policies, and procedures that are important to employment that will apply to your future career plans.

   a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

   d. ______________________________

   ____

   e. ______________________________

   ____

   f. ______________________________

   ____

g. ______________________________

____

h. ______________________________

____

i. ______________________________

____

j. ______________________________

____

3. Have your sponsor and coordinator approve and sign your completed Employee Information and Orientation Form.

POST-TEST (Scoring Key)

1. Answers vary. (Refer to Resource List, page [illegible], for sample responses)

2. Answers vary. (Refer to Resource List, page 8, for sample responses)

3. Signatures of sponsor and coordinator required.

Evaluative Criteria: Student should obtain signatures of sponsor and/or coordinator that his Employee Information and Orientation Worksheet is complete.

I-DEAS

A. Write to three (3) governmental agencies and obtain a copy of their Employee Handbooks.

B. Critique the three (3) above Employee Handbooks as they compare to your present Employer's Handbook if one exists.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.2 Understand the rules, regulations, procedures and practices related to employee wages, wage deductions, benefits and working conditions.

Performance Objective: 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your selected career and future career plans.

NOTE TO THE STUDENT

The LAP will provide an opportunity to investigate a few of the fringe benefits that are required or are available for employees. Some of them pertain to your health and welfare, others are plans for saving part of your earnings for use at some future time.

RATIONALE

Many employees do not thoroughly understand why there are always deductions made from their earnings. This activity will help the student to understand how some of these deductions come back to the employee in the form of savings and other benefits.

DIRECTIONS

All of the activities require you to obtain practical information in your community that pertains to employee benefits.

(Note: It may not be practical for Work Experience Education enrollees to visit the Department of Human Resources Development, a credit union and the Social Security Administration. If this is true, then it is suggested that the W.E.E. Coordinator bring a representatives of these organizations as guest speakers.)

FRINGE BENEFITS

(On the spot Investigations)

You will now have an opportunity to gain additional information about fringe benefits. First hand experience is an excellent teacher. In this activity you will be expected to become better acquainted with your community by visiting some of the agencies that will have an important influence on your working years and during retirement thereafter.

PRE-TEST INSTRUCTIONS

On the following two pages you will find a Pre-Test consisting of 20 True-False questions. You will need to answer 17 correctly as checked against the Key on page 6 of this LAP to enable you to skip this assignment and go on to the next Learning Activity Package.

However, this unit will be so interesting and meaningful that you may want to complete the activities whether you score the required 17 out of 20 or not. This LAP should be one of the most practical activities you will have during the course this year. Certainly you will have a much better understanding of the "whys and wherefores" of payroll deductions and other fringe benefits.

Turn to the Pre-Test and provide the answers. Next you may check your answers against the Key which is page 6 of the LAP. If you don't get 17 out of 20 correct, you should turn to page 7 and start the assignments.

If you do get the required number correct, at least look through the assignments. You may find you would like to complete this activity anyway.

GOOD LUCK !!

PRE-TEST

Name ______________________________ Date ________________

The following True-False questions pertain to fringe benefits that are provided or are available for employees. You should be able to answer 17 of 20 correct. (Mark your answers (+) for True and (0) for False).

_____1. Credit unions are required to keep their excess money in banks.

_____2. All aspects of management, operation and policies of credit unions are determined by the members of the orgainzation.

_____3. Even though a credit union does business, it does not at any time, show a profit.

_____4. The Board of Directors of a credit union has the power to approve or disapprove loans to nonmembers.

_____5. A member of a credit union may have a joint account in the union with his wife.

_____6. The Board of Directors of a credit union are voted into the position by the general membership.

_____7. Unemployment Compensation claims for benefits are accepted only during periods of high unemployment.

_____8. If you apply for unemployment compensation and there is a job opening for which you qualify, you may be sent to an employer for a job interview.

_____9. Departments of Human Resource Development do not place minors on jobs.

_____10. HRD makes special efforts to assist persons who are physically or mentally handicapped to find employment.

PRE-TEST -- CONTINUED

_____11. Disadvantaged persons are assisted by HRD and are referred to jobs for which they are qualified.

_____12. All current earnings must be reported when a claim is submitted for unemployment compensation.

_____13. If a person purposely makes a false statement or fails to report an important fact on an unemployment claim, he may be punished by either a fine or imprisonment or both.

_____14. Unemployment compensation is financed by employers through a tax on payrolls.

_____15. Social security withholding payments are made only by employers.

_____16. Disability benefits under social security can begin soon after the disability occurs, regardless of the age of the person insured.

_____17. Medical attention provided by your personal medical doctor is not an allowable cost under Workmen's Compensation benefits.

_____18. An application for Workmen's Compensation benefits can be filed anytime up to 2 years from the date of the injury.

_____19. Employers who do not carry insurance for Workmen's Compensation may be penalized for not carrying this type of insurance.

_____20. Under certain circumstances an employee may receive a permanent disability rating under Workmen's Compensation and could receive a pension for the remainder of his life.

Turn to the Pre-Test Key on the following page and use the key to determine if you provided at least 17 out of 20 correct answers. If you did, you may return this LAP to your Work Experience Education Coordinator and obtain another. If you didn't get 17 correct, turn to page 7 and continue by reading the instructions found on that page.

PRE-TEST KEY

1. 0
2. +
3. +
4. 0
5. +
6. +
7. 0
8. +
9. 0
10. +
11. +
12. +
13. +
14. +
15. 0
16. +
17. 0
18. 0
19. +
20. +

FRINGE BENEFITS -- Introduction

You will be requested to write a short report on each of the areas covered in this LAP. Detailed instructions for each will be provided.

The experiences provided in this package will help you acquire a practical understanding of employee fringe benefits that are generally taken for granted.

Most workers just accept these benefits, but do not investigate them in detail until the benefit is needed or otherwise used by the worker.

This LAP will provide an opportunity for you to investigate four (4) aspects of employment that are considered fringe benefits. Some fringe benefits are financed jointly by the employer and the employee, some by the employer alone and some benefits are paid wholely by the employee.

As you complete your short reports, please retain them to be handed in with the completed LAP pages, with instructions and outline subject headings provided.

FRINGE BENEFITS -- An Investigative Report

This LAP will provide an opportunity for you to acquire a practical understanding of employee benefits that are generally taken for granted. Most workers just accept these fringe benefits, but do not investigate them in detail until the benefit is needed or otherwise used.

This LAP consists of four (4) activities which involve your writing a report for each activity. Instructions will be given later on how to organize and write the reports.

The following general areas will be covered by this package of instruction.

1. Unemployment Insurance
2. Workmen's Compensation Insurance
3. Credit Unions
4. Social Security

It will not be necessary to take this LAP apart to complete it. Pages with ample space provided are included where you may complete your assignments.

This activity provides an opportunity for you to become better acquainted with agencies in the community that have a direct relationship with you as a result of your being employed. This will be one of your more interesting experiences in Work Experience Education during the school year.

UNEMPLOYMENT INSURANCE

Department of Human Resources Development

Visit your local office of HRD. Report to the Unemployment Insurance Section and request a counseling interview with an Employment Counselor.

Ask for detailed information related to the completion of an application for unemployment compensation and practices relating to how compensation is received upon approval of a claim.

While visiting this department request information pertaining to the functions of the whole department and their responsibilities that are carried out as a state agency.

You will discover the HRD department has many responsibilities that relate to the labor market and labor market information.

ASSIGNMENT

On the following page you are asked to write a report of your experiences with HRD. To assist you in this assignment four (4) questions are provided on the following page. Answer these questions in your own words. This experience will assist you to remember the role played by HRD, as well as provide an introduction to this agency in case their services are needed by you at a future time.

QUESTIONS CONCERNING HRD

1. What services are provided for a person seeking employment?

2. Who is not covered by the unemployment compensation program of HRD?

3. How is unemployment insurance compensation financed?

4. How can HRD assist you to determine what type of job you are best suited for?

WORKMEN'S COMPENSATION

Ask your employer what his Workmen's Compensation Insurance rate is for three different job classifications, including your assignment. List these classifications with their corresponding rates. Your employer should be able to explain the reasons for any variations that exist in rates for different job classifications. (List classification and rates at bottom of page).

Utilize the enclosed form, Supervisor's Report of Accident, on page 12 to role play reporting an accident. Assume you are a department supervisor. One of your classmates is role playing that he has been injured on the job while a member of your department. Complete the Supervisor's Report of Accident.

Now, role play another aspect of accident reporting. You are the day-shift foreman. You have received the Supervisor's Report of Accident completed in the previous paragraph.

Use the Employer's Report of Industrial Injury on page 13 to gather the information necessary to report the accident to the State Compensation Insurance Fund. Since this is a hypothetical situation you will need to obtain additional information from your classmate that would normally be available from the personnel department of the firm where you are employed.

This form is normally completed and submitted in duplicate to the State Compensation Insurance Fund within 24 hours of the time the accident occurred.

ASSIGNMENT

Answer the four (4) questions on page 14 to illustrate what you learned about Workmen's Compensation rates as a result of this assignment.

Complete the two official state forms, Supervisor's Report of Accident and Employer's Report of Industrial Injury. Retain these completed forms in your LAP. This experience should also make you more conscious of accidents and their causes.

AFTER THOUGHT: Let's hope you will not fill out any more reports: for real that is, and that none will ever be filled out for you.

1. Classification ______________________ Rate ______________
2. Classification ______________________ Rate ______________
3. Classification ______________________ Rate ______________

ORIGINAL— MAIN OFFICE COPY

SUPERVISOR'S REPORT OF ACCIDENT

Employer

Name of Injured

Age Married Occupation

Date of Accident 19 Hour A.M. P.M.

Nature of Injury

Who gave first aid, if any?

Name and address of physician

Did injured leave work? Date Time A.M. P.M.

Did injured return to work? Date Time A.M. P.M.

Was injured acting in regular line of duty?

Names of Witnesses

Where and how did accident occur?

What steps have been taken to prevent a similar accident

Date 19

Supervisor's Signature

STATE COMPENSATION INSURANCE FUND
525 GOLDEN GATE AVENUE
San Francisco 2. Calif.

FORM 78

12212 1-60 75M TRIP ⓢ SPO

STATE COMPENSATION
INSURANCE FUND

P.O. Box 100
Stockton, California 95201

Telephone: (209) 466-4242
1401 North Hunter Street

1. This form of report is required by the Department of Industrial Relations, Division of Labor Statistics and Research. Send in **DUPLICATE** to **STATE COMPENSATION INSURANCE FUND** who will report to the Division for you. Make and retain a copy for your file.
2. **FATAL** or **SERIOUS** injuries must be reported **IMMEDIATELY** by telephone or telegraph and on this form in **DUPLICATE** to the **STATE COMPENSATION INSURANCE FUND**, who will report to the Division of Labor Statistics and Research as required of you by law.

EMPLOYER'S REPORT OF INDUSTRIAL INJURY

STATE OF CALIFORNIA
DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF LABOR STATISTICS AND RESEARCH

Every question must be answered fully to avoid further correspondence. FAILURE TO FILE IS A MISDEMEANOR SUBJECT TO MAXIMUM FINE OF $100. (Labor Code Sections 6407-6413)

EMPLOYER

DIVISION

1. Name (Give full name of Municipality or Political Subdivision)
(What department employed injured; give details such as Road District No. 1, Sheriff, Garage, etc.)
2. Office address (No. and Street) (City or Town) (Tel. No.)
3. To what fund on auditor's books were injured's wages charged?

INJURED EMPLOYEE

Social Security No.
4. Name (First Name) (Middle Initial) (Last Name) (Tel. No.)
5. Address (No. and Street) (City or Town) Zip
6. Age 7. Sex Check (V) Male Female 8. Check (V) Married Single
9. Worked hours per day for (5, 5½, 6 etc.) days per week 10. Rate of pay when injured $ per (Hour, Day, Week, Month)
11. If board, lodging, or other advantages furnished in addition to wages, give estimated value $ per day, or $ per week

ACCIDENT

12. Place of accident (No. and Street) (City or Town) (County)
13. On employer's premises (Yes or No) 14. Department
15. **Date of accident** 16. Hour of day A.M./P.M. 17. Did injury result in disability beyond day of accident? (Yes or No) 18. If yes, give date last worked 19. Was injured paid in full for this day? (Yes or No) 20. If injured in a mine, check (V) accident location: Surface Mill Underground Shaft

CAUSE OF ACCIDENT

21. Occupation (job title) 22. How long employed by you at this occupation? Check (V) Less than 6 months 6 months to 2 years Over 2 years 23. What was employee doing when accident occurred? (Describe briefly, such as: loading truck, operating drill press, shoveling dirt, walking down stairs, etc.)
24. How did the accident happen? (Describe fully, stating whether the injured person fell, was struck, etc., give all factors contributing to accident. Use other side of report for additional space)
25. What machine, tool, substance or object was most closely connected with the accident? (Name the specific machine, tool, appliance, gas, liquid, etc. involved)
26. If mechanical apparatus or vehicle, what part of it? (State if gears, pulley, motor, etc.)
27. Were mechanical guards, or other safeguards provided? (Yes or No) 28. Was injured using them? (Yes or No)
29. **What do you recommend for preventing this type of accident?** (State the specific preventive measures that can be taken by employer and workers. Do not say "By being more careful." Specify what should or should not be done.)

NATURE OF INJURY AND PART OF BODY AFFECTED

30. (Describe in detail the nature of the injury and the part of the body affected. For example: amputation of right index finger at second joint, fracture of ribs, lead poisoning, dermatitis of left hand, etc.)
31. Name and address of physician
32. Name and address of hospital
33. **Has employee returned to work?** (Yes or No) 34. If yes, give date 35. At what wage? $ per
36. Did injury result in death? (Yes or No) 37. If yes, give date
38. In case of death, give name and address of nearest relative

39. On reverse side list names and addresses of witnesses
40. Check (V) whether injured was in your direct employ ( ) or employed by contractor ( ) (If contractor give details of employment relationship on reverse side)
41. Was injured acting in course of employment? (Yes or No) 42. Last date for which injured was paid
43. Date you were informed of injury 44. Was another person responsible? (Yes or No) (If yes, give on reverse side his name, address, liability carrier, name and addresses of witnesses, and details)

USE REVERSE SIDE FOR FURTHER PARTICULARS

Signed by
Report Must Be Signed in Ink by an Authorized Officer
Title
Date

DO NOT WRITE IN THIS COLUMN
Case No.
Employer No.
Industry
Age
Sex and Marital Status
Weekly Wage
County
Accident Date
Occupation
Accident Type
Agency
Agency Part
Mech. Defect
Unsafe Act
Personal Defect
Nature of Injury
Location
Extent of Injury
Insurance Carrier
Report Lag
Coded by

PLEASE REPORT ALL INJURIES (no matter how trivial) WITHIN 24 HOURS. BENEFITS CANNOT BE PAID WITHOUT THIS REPORT.

SCIF FORM 67 (PUBLIC AGENCY) (REV. 4-69)

DO NOT WAIT FOR DOCTOR'S REPORT

13

FILING OF THIS REPORT IS NOT AN ADMISSION OF LIABILITY

QUESTIONS PERTAINING TO WORKMEN'S COMPENSATION

1. Why do Workmen's Compensation Insurance rates vary from one job classification to another?

2. List three situations which may result in an employer being penalized as a result of an injury on the job.

    1.

    2.

    3.

3. What procedure is used to file a claim for compensation under Workmen's Compensation Insurance?

4. How is the doctor selected for an injured employee to be sent to?

CREDIT UNIONS

Ask your employer if the services of a credit union are available to his employees.

If the firm where you are employed does have a credit union, make arrangements to visit the credit union office to gather as much information as possible concerning their services.

If your employer is not associated with a credit union, you are requested to seek out a credit union and obtain the information called for on the next page. All credit unions are anxious to promote their cause.

Discuss with your employer the possibility of his firm becoming associated with a credit union. Many credit unions are very broad in scope as to who is eligible for membership. Others are wholely within one company or organization. Some credit unions operate on an area basis. For those so organized, anyone living in the area served by the credit union is eligible to join.

ASSIGNMENT

Compare the total cost of borrowing $500 from the Credit Union to borrowing the same amount from an independent loan company. List the costs on the budget spaces below by placing the credit union cost on the right and the independent loan company costs on the left. Also list on the following page any fringe benefits provided by these sources of funds when you borrow money.

Assume a purchase of an automobile for $750. You have saved $200 that you will use as a down payment.

Loan Company Costs		Credit Union Costs	
Principle borrowed	$500.00	Principle borrowed	$500.00
Interest charged to pay back $500 loan in 24 equal payments	________	Interest charged to pay back $500 loan in 24 equal payments	________
Cost to write the contract	________	Cost to write the contract	________
Total amount to pay the Loan Company (Add above figures together)	________	Total amount to pay the Credit Union (All above figures together)	________

QUESTIONS CONCERNING CREDIT UNIONS

1. Did it cost more or less for you to pay for your car when you used the private loan company?

   (Circle correct answer) More Less

   Total cost to borrow from a loan company $__________

   Total cost to borrow from a credit union $__________

2. List up to four of the fringe benefits provided to persons who borrow money by each of these lending agencies.

Loan Company	Credit Union
1.	1.
2.	2.
3.	3.
4.	4.

SOCIAL SECURITY ADMINISTRATION

This agency is a Federal Agency and is responsible for administering the program entitle O.A.S.D.I. as well as a retirement system. This abbreviation stands for Old Age Survivors Disability Insurance.

ASSIGNMENT #1

You are required to visit the local office of the Social Security Administration. Ask an interviewer to discuss the benefits of this program as they pertain to RETIREMENT and DISABILITY INSURANCE. Write a brief report of the information you have gained in the indicated areas below:

1. RETIREMENT:

2. DISABILITY INSURANCE:

ASSIGNMENT #2

Write your Social Security number in the following spaces.

__________ ______ ____________

Now, examine your last check record that was attached to your pay check. Check the figures on the record to determine if any money was withheld from your earnings.

If no deductions are being made from your earnings, you must ask your sponsor why there is no deduction for Social Security. Write his answer in the space below.

No pay is withheld for Social Security because:

ASSIGNMENT #3

If there are deductions being made from your earnings, you are required to itemize them in the spaces below.

Your sponsor will be glad to discuss this subject with you.

Deductions From Earnings

1. ______________________ ______________________

2. ______________________ ______________________

3. ______________________ ______________________

4. ______________________ ______________________

5. ______________________ ______________________

POST TEST INSTRUCTIONS

You are now ready to take the POST TEST of this Learning Activity Package. This test is a True-False activity. You are to mark True answers with a "+" and False answers with an "0". You must mark at least 17 of the 20 questions correctly in order to pass this test.

After you have taken the test, turn to the Test Key on page 24 and check your answers. Correct any mistakes you have made on your test answers.

This LAP has now been completed. Please assemble all pages of the activity into correct numerical order and return to your Work Experience Education Coordinator.

POST TEST

Name ______________________________ Date ____________________

The following True-False questions pertain to fringe benefits that are provided or available for employees. You should be able to answer 17 of 20 correct. (Mark your answers (+) for True and(0) for False).

_____1. Credit unions are required to keep their excess money in banks.

_____2. All aspects of management, operation and policies of credit unions are determined by the members of the organization.

_____3. Even though a credit union does business it does not, at any time, show a profit.

_____4. The Board of Directors of a credit union has the power to approve or disapprove loans to nonmembers.

_____5. A member of a credit union may have a joint account in the union with his wife.

_____6. The Board of Directors of a credit union are voted into the position by the general membershop.

_____7. Unemployment Compensation claims for benefits are accepted only during periods of high unemployment.

_____8. If you apply for unemployment compensation and there is a job opening for which you qualify, you may be sent to an employer for a job interview.

_____9. Departments of Human Resource Development do not place minors on jobs.

_____10. HRD makes special efforts to assist persons who are physically or mentally handicapped to find employment.

POST TEST -- CONTINUED

_____11. Disadvantaged persons are assisted by HRD and are referred to jobs for which they are qualified.

_____12. All current earnings must be reported when a claim is submitted for unemployment compensation.

_____13. If a person purposely makes a false statement or fails to report an important fact on an unemployment claim, he may be punished by either a fine or imprisonment or both.

_____14. Unemployment compensation is financed by employers through a tax on payrolls.

_____15. Social security withholding payments are made only by employers.

_____16. Disability benefits under social security can begin soon after the disability occurs, regardless of the age of the person insured.

_____17. Medical attention provided by your personal medical doctor is not an allowable cost under Workmen's Compensation benefits.

_____18. An application for Workmen's Compensation benefits can be filed anytime up to 2 years from the date of the injury.

_____19. Employers who do not carry insurance for Workmen's Compensation may be penalized for not carrying this type of insurance.

_____20. Under certain circumstances, an employee may recieve a permanent disability rating under Workmen's Compensation and could receive a pension for the remainder of his life.

POST TEST KEY

1. 0
2. +
3. +
4. 0
5. +
6. +
7. 0
8. +
9. 0
10. +
11. +
12. +
13. +
14. +
15. 0
16. +
17. 0
18. 0
19. +
20. +

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.3 Assume adult roles and responsibilities in a selected career

Performance Objective: 5.3.1 After assuming an adult role in your selected career, list those responsibilities which are required for your successful performance at your job station. List responsibilities which are new to you and relate how your own personal experiences can reinforce job responsibilities to insure success at work.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify and define at least ten (10) responsibilities that are important to you in your current job station, selected career, and in your related vocational classes.
2. Identify strengths and weaknesses in each of these responsibilities.
3. Develop a personal improvement plan for yourself in the area of the responsibilities that possess weaknesses.

RATIONALE

This LAP will assist you to analyze your personal responsibilities to relate them to your present vocational preparation, your current job station, and to your selected career; and to examine ways to strengthen the personal responsibilities that are important to success in your current and future education and career plans.

DIRECTIONS

In this LAP you will identify and define at least ten (10) personal responsibilities that are important to success in your current work experience job station, your related vocational class, and in your selected career; analyze your personal strengths and weaknesses in each of these items; and prepare a plan for self-improvement.

PRE-TEST

1. Identify ten (10) personal responsibilities that are necessary for success in your selected career.

(a)______________________ (f)______________________

(b)______________________ (g)______________________

(c)______________________ (h)______________________

(d)______________________ (i)______________________

(e)______________________ (j)______________________

2. How would you relate the above personal responsibilities to your related vocational class and to your current job station in terms of importance?

3. List your personal strengths and weaknesses related to your answers in Pre-Test item #1.

4. Identify your personal improvement plan for strengthening these responsibilities that you have identified as weaknesses.

Pre-Test (continued)

5. Identify five (5) personal responsibilities that an employee should possess in order to be considered for promotion.

(a) ____

(b) ____

(c) ____

(d) ____

(e) ____

PRE-TEST (Scoring Key)

1. Answers will vary.

   Sample: Properly groomed
   Neat
   Loyal
   Etc. (See rating sheet - others may be accepted, pages 7 and 8)

2. Student will describe the personal responsibilities necessary for success in his vocational class and his current job station.

3. Answer will vary according to student's response to Pre-Test question #1.

4. Student should identify his personal improvement plan.

5. Answers will vary.

   Sample: Diplomatic
   Take initiative
   Etc. (See Taking Stock of Myself - page 9 -- Others may be accepted.)

Evaluative Criteria: If student cannot complete all six (6) items to the satisfaction of his Coordinator, he should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. An employer often says that personal responsibilities are the most important for job success and being promoted in his business. These items include both mental and physical responsibilities. Many of these responsibilities are thought of as habits which we have that we do not even think about as we go about our daily lives. They are difficult to teach to someone, and are often harder to learn. The PERSONAL RESPONSIBILITIES FORM lists some of these important attitudes, feelings, values, habits, and qualities that are necessary for success in employment and in successful career experiences. On the blank lines, write a brief definition for each of the items on the list. There are others that you might want to add on the blank line.

ACTIVITY #2. The PERSONAL RESPONSIBILITIES FORM (pages 7 and 8) has three (3) columns marked "Vocational Class," "Current Job Station," and "Selected Career." Using an (X) mark, indicate each of those items on the list that you feel is important to satisfactory performance in your related vocational class at school. You may leave out any items that you do not feel are important.

In the columns marked "Current Job Station" and "Selected Career," mark each of the items that you feel are important for success of these experiences.

ACTIVITY #3. The form titled TAKING STOCK OF MYSELF (page 9) is to be used to help you analyze yourself as you think your current sponsor sees you. Using the personal definitions that you developed for each of the words and phrases in Activity #1, rate yourself as you now are in each of the areas by circling one number for each item on the list.

ACTIVITY #4. For each of the items that you have rated yourself with a "4" or "5," prepare a brief statement on how you can improve yourself on the form titled PLAN FOR IMPROVEMENT, PAGE 10.

ACTIVITY #5. Ask your sponsor to review your personal ratings and discuss any differences in opinion with you. Change the ratings according to your agreement. Go over your PLAN FOR IMPROVEMENT with the supervisor and have the forms signed by your vocational instructor, sponsor, and Work Experience Education Coordinator.

PERSONAL RESPONSIBILITIES FORM

Physical and Appearance	VOCATIONAL CLASS (x)	CURRENT JOB STATION (x)	SELECTED CAREER (x)
Properly groomed			
Neat			
Clean			
Pleasant Voice			
Dress Appropriately			
Generally Healthy			
Attitudes and Feelings Cheerful			
Cooperative			
Determined			
Diplomatic			
Enthusiastic			
Loyal			
Optimistic			
Patient			
Poised			
Resourceful			
Sensitive			
Sincere			

PERSONAL RESPONSIBILITIES FORM

Miscellaneous Qualities	VOCATIONAL CLASS (x)	CURRENT JOB STATION (x)	SELECTED CAREER (x)
Take initiative____________			
Show leadership potential____			
Comply with rules & regulations			
Have regular attendance habits			
Follow directions____________			
Concentrate on the job_______			
Do work thoroughly__________			
Can be relied upon__________			
Remember well_____________			
Am on time________________			
Am honest_________________			
Demonstrate respect for others			
Tolerant of others__________			
Have high accuracy standards__			
Work with good speed________			
Complete assigned tasks_______			

TAKING STOCK OF MYSELF

NAME____ DATE________________

	Excellent		Satisfactory		Need Improvement
Physical and Appearance					
I am:					
Properly groomed	1	2	3	4	5
Neat	1	2	3	4	5
Clean	1	2	3	4	5
Pleasant voice	1	2	3	4	5
Dress appropriately	1	2	3	4	5
Generally healthy	1	2	3	4	5
Attitudes and Feelings					
I am:					
Cheerful	1	2	3	4	5
Cooperative	1	2	3	4	5
Determined	1	2	3	4	5
Diplomatic	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Loyal	1	2	3	4	5
Optimistic	1	2	3	4	5
Patient	1	2	3	4	5
Poised	1	2	3	4	5
Resourceful	1	2	3	4	5
Sensitive	1	2	3	4	5
Sincere	1	2	3	4	5
Miscellaneous Qualities					
I:					
Take initiative	1	2	3	4	5
Show leadership potential	1	2	3	4	5
Comply with rules and regulations	1	2	3	4	5
Have regular attendance habits	1	2	3	4	5
Follow directions	1	2	3	4	5
Concentrate on the job	1	2	3	4	5
Do work thoroughly	1	2	3	4	5
Can be relied upon	1	2	3	4	5
Remember well	1	2	3	4	5
Am on time	1	2	3	4	5
Am honest	1	2	3	4	5
Demonstrate respect for others	1	2	3	4	5
Tolerant of others	1	2	3	4	5
Have high accuracy standards	1	2	3	4	5
Work with good speed	1	2	3	4	5
Complete assigned tasks	1	2	3	4	5

____
Sponsor

____
Work Experience Coordinator

____
Vocational Instructor

PLAN FOR IMPROVEMENT

NAME______________________________ DATE______________

ITEM______________________________

Example: Promptness
Set personal clock 10 minutes ahead of actual time
Plan to arrive at all appointments 10 minutes early

ITEM______________________________

ITEM______________________________

ITEM______________________________

ITEM______________________________

SPONSOR

COORDINATOR
VOCATIONAL INSTRUCTOR

POST-TEST

1. Identify ten (10) personal responsibilities that are necessary for success in your selected career.

(a) ____________________

____

(b) ____________________

____

(c) ____________________

____

(d) ____________________

____

(e) ____________________

____

(f) ____________________

____

(g) ____________________

____

(h) ____________________

____

(i) ____________________

____

(j) ____________________

____

2. How would you relate the above personal responsibilities to your related vocational class and to your current job station in terms of importance?

____

____

____

____

____

4. Identify your personal improvement plan for strengthening these responsibilities that you have identified as weaknesses.

5. Identify five (5) personal responsibilities that an employee should possess in order to be considered for promotion.

(a)

(b)

(c)

(d)

(e)

POST-TEST (Scoring Key)

1. Answers will vary:

   Sample: Properly groomed
   Neat
   Loyal
   Etc. (See Rating Sheet - others may be accepted -- Pages 7 and 8)

2. Student will describe the personal responsibilities necessary for success in his vocational class and his current job station.

3. Answer will vary according to student's response to Post-Test question #1.

4. Student should identify his personal improvement plan.

5. Answers will vary:

   Sample: Diplomatic
   Take initiative
   Etc. (See Taking Stock of Myself - page 9-- others may be accepted)

I-DEAS

On the lines below, list a maximum of ten (10) of the most desirable traits or habits that you observe among your fellow employees who work with you and around you at your place of employment. These things may or may not be on the list of things in this LAP. Share your list of observations with your vocational class instructor, Work Experience Education Coordinator, and sponsor, and discuss your findings with them.

(a)____
(b)____
(c)____
(d)____
(e)____
(f)____
(g)____
(h)____
(i)____
(j)____

Get permission to interview the person in charge of personnel or hiring in the company for whom you work. Ask him the following question: "What are the five (5) most important characteristics that an employee should have in order to be considered for a promotion?" List your findings in the section below.

(a)____
(b)____
(c)____
(d)____
(e)____

I-DEAS (Continued)

Compare and contrast your personal career choice with another field or area that is different from yours. Identify those adult roles and responsibilities that are different from those you have identified for your personal career objective used in this LAP.

____

____

____

____

____

Using the list of personal qualities on the PERSONAL RESPONSIBILITIES FORM, list below those qualities and responsibilities that are new to you since becoming involved in the Vocational Work Experience Program. Discuss the list with your Vocational Instructor and Work Experience Education Coordinator.

____

____

____

____

____

Prepare a brief statement on each of the above items that tells how your personal job experiences can reinforce the responsibilities necessary for success on the job.

____

____

____

____

____

____

____

____

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.3 Assume adult roles and responsibilities in a selected career.

Performance Objective: 5.3.1 After assuming an adult role in your selected career, list those responsibilities which are required for your successful performance at your job station. List responsibilities which are new to you and relate how your own personal experiences can reinforce job responsibilities to insure success at work.

NOTE TO THE STUDENT

This LAP will provide an opportunity for you to utilize personal experiences you have had to help insure success at responsibilities required on your job.

RATIONALE

An employee should always utilize any resources available to him to assist him to carry out the requirements of his career station. This LAP provides a practical opportunity to do this by the application of personal experiences to new experiences that are required on the job.

DIRECTIONS

The student is asked to select job responsibilities that apply and are part of his assignment at his career station. He will be provided a table of Job Responsibilities with the opportunity to select those that are applicable to his job situation and relate these to past experiences.

INTRODUCTION

Young workers in today's labor market will need to utilize every technique at their disposal to compete with experienced workers for opportunities to gain career on-the-job training.

Enrollees will be requested to assume adult roles and measure up to adult responsibilities in their chosen career area. This necessitates the student's acceptance of new challenges, the assumption of new responsibilities and performance on-the-job that will utilize all available experiences, past and present, that the worker has in his possession.

The more closely past experiences can be made a contributing factor to job success the greater the benefits that will accrue in behalf of the young worker.

This LAP will provide an opportunity to gain or recall some excellent ideas that will surely contribute to the young worker's success on the job.

PRE-TEST INSTRUCTIONS

The following list of job-related subjects pertain to Job Responsibilities, Job Tasks and other Job-Related information.

The student is requested to read each of the 20 items and indicate in the appropriate column whether or not the item is a Job Responsibility. This assignment is carried out by placing a ✓ in the YES column if it is a Job Responsibility and a ✓ in the NO column if it is not.

A passing grade on this test requires that all Job Responsibility items be ✓ checked in the YES column and those which are not Job Responsibilities be ✓ in the NO column.

Upon completion of this Pre-Test, turn to the Pre-Test Key on page 7 and check your answers against the scoring key. If you failed to properly mark all YES answers turn to page 8 entitled Instructions and finish the LAP as directed. If you marked the answers correctly, return this LAP to your Work Experience Education Coordinator and obtain the next assignment.

Definition:

> Job Responsibility is considered to be an attitude or behavior of a worker toward his employer, other employees and to the job itself. It does not necessarily relate to job skills or tasks carried out on the job. This term refers more to those factors which are necessary and contribute to success at the career station, not including actually doing jobs.

PRE-TEST

Item	Job Responsibility	
	YES	NO
1. Check in to work on time.		
2. Repair a special item for a customer.		
3. Follow directions as given on how to do a certain job.		
4. Get along with customers even if you don't personally agree with them.		
5. Cooperate with co-workers, as well as with your employer.		
6. Don't stretch your coffee breaks.		
7. Insure that the quality of your work meets the employers standards.		
8. Develop the practice of being safety conscious at all times.		
9. Relate well with your job supervisor.		
10. Complete assigned jobs on schedule.		

PRE-TEST - CONTINUED

Item	Job Responsibility YES	Job Responsibility NO
11. Notify your sponsor well in advance if you will unavoidably be late or absent.		
12. Notify your sponsor well in advance if you will be late or absent as a result of a school activity.		
13. Develop sufficient self-confidence to perform job tasks with a minimum amount of supervision.		
14. Go right to work as soon as you check in.		
15. Volunteer to work on weekends to provide an opportunity for regular employees to have these days off.		
16. Wear clothes to school that are suitable to wear on-the-job.		
17. Don't skip from task to task before completing each as directed.		
18. Be able to accept constructive criticism on the job.		
19. Be able to perform jobs in several departments after you have been employed for some time.		
20. Be able to work rapidly on certain jobs.		

PRE-TEST KEY

	YES	NO
1.	✓	
2.		✓
3.	✓	
4.	✓	
5.	✓	
6.	✓	
7.	✓	
8.	✓	
9.	✓	
10.	✓	
11.	✓	
12.	✓	
13.	✓	
14.	✓	
15.		✓
16.		✓
17.	✓	
18.	✓	
19.		✓
20.		✓

INSTRUCTIONS

On the following page is a table that pertains to JOB RESPONSIBILITIES.

The purpose of this table is to provide an opportunity for you to recall various responsibilities that are required on your job and for you to determine which of them are new experiences for you. This will enable you to identify the new responsibilities and organize a plan for self-development and improvement to utilize these experiences to reinforce your success at work.

This assignment will be carried out as follows. You will find four columnar headings:

(1) Job Responsibilities
(2) Required at My Job
(3) Required at My Job and a New Experience for Me
(4) Not Required at My Job

Under the heading, Job Responsibilities, read the first responsibility entitled, Follow Instructions of my Supervisor. Decide, as a result of your on-the-job experiences which column, (2), (3), or (4), best fits this responsibility. Place a check in the appropriate column opposite the statement.

Continue on through the twnety (20) Job Responsibilities. Upon completion of this assignment, you will be able to see which responsibilities are required of you, which are required and also are new to you, and which do not apply to your situation.

Job Responsibilities (1)	Required at My Job (2)	Required at My Job and a New Experience for Me (3)	Not Required by Me at My Job (4)
1. Follow instructions of my supervisor.			
2. Relate well with customers.			
3. Must be dressed and groomed to employers satisfaction.			
4. Must cooperate with other employees.			
5. Accept constructive criticism on the job.			
6. Be safety conscious at all times.			
7. Complete assigned tasks before moving onto another.			
8. Quality of work must meet employers standards.			
9. Complete assigned jobs on schedule.			
10. Follow directions.			
11. Provide attention to small details of assigned tasks.			
12. Do not waste time.			
13. Must comply with definite time periods for breaks.			
14. Must make sound judgments on the job.			
15. Report to work at employers designated time.			
16. Correct mistakes rather than cover them.			
17. Relate well with job supervisor.			
18. Cooperate fully with employer or his representative.			
19. Work under pressure when situation dictates.			
20. Report to work on time.			

ASSIGNMENT

By referring to the Table on page 9, select up to five (5) Job Responsibilities (Column 1) which are Required at My Job and a New Experience for Me. (Column 3). Write these Job Responsibilities in the spaces provided at the top of the following page.

On the space remaining on the following page, discuss in your own words how personal experiences you have had in the past can function to reinforce your ability to measure up to new responsibilities you are assuming on the job.

By utilizing this technique, typing past experiences to new responsibilities, you should be able to more adequately, and with a greater degree of success, meet your job requirements with more skill and confidence.

Five (5) Job Responsibilities Which Are Required

At My Job And Are New Experiences For Me

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

In the space below, discuss in your own words how you plan to master these responsibilities even though they are new experiences for you.

POST TEST INSTRUCTIONS

The following list of job-related subjects pertain to Job Responsibilities, Job Tasks and other job-related information.

The student is requested to read each of the 10 items and indicate in the appropriate column whether or not the item is a Job Responsibility. This assignment is carried out by placing a ✓ in the YES column if it is a Job Responsibility and a ✓ in the NO column if it is not.

A passing grade on this test requires that all Job Responsibility items be ✓ in the YES column and those which are not, in the NO column.

POST TEST

ITEM	Job Responsibility	
	YES	NO
1. Cooperate with co-workers, as well as with your employer.		
2. Don't stretch your coffee break.		
3. Develop the practice of being safety conscious at all times.		
4. Repair a special item for a customer.		
5. Don't skip from task to task before completing each as directed.		
6. Volunteer to work on weekends to provide an opportunity for regular employees to have these days off.		
7. Complete assigned jobs on schedule.		
8. Be able to work rapidly on certain jobs.		
9. Notify your sponsor well in advance if you will be late or absent as a result of a school activity.		
10. Be able to accept constructive criticism on the job.		

POST TEST KEY

Upon completion of the Post Test, refer to the Key below and correct your test.

If you failed to mark all of the 10 answers correctly, go back, reread the questions and correct all answers.

This LAP has now been completed. You should assemble all parts together in order by page numbers and turn it in to your Work Experience Education Coordinator.

Post Test Key

1. YES
2. YES
3. YES
4. NO
5. YES
6. NO
7. YES
8. NO
9. YES
10. YES

I-DEAS

Utilize the subject areas of your table entitled JOB RESPONSIBILITIES on page 15 to discuss your progress with your career sponsor.

Notice on the table on the following page, that your sponsor has three (3) choices for his evaluation. These are: (1) Performs This Well (2) Needs Additional Experience (3) Does Not Apply.

After your sponsor has completed the evaluation, utilize the remainder of this page to write a brief plan for those items that were checked in column 2, Needs Additional Experience.

PLAN FOR SELF-IMPROVEMENT

That was a Great LAP

RIGHT ON!!

Date ____________ Student's Name ____________________

Please ✓ each item in the space provided that best represents the student's performance at his career station. This form will provide an opportunity for this worker to initiate a plan of self-improvement in areas where this is needed.

Business Name ______________________

Job Sponsor's Name ______________________

	Performs this well	Needs additional experience	Does not apply
1. Follow instructions of my supervisor.			
2. Relate well with customers.			
3. Must be dressed and groomed to employers satisfaction.			
4. Must cooperate with other employees.			
5. Accept constructive criticism on the job.			
6. Be safety conscious at all times.			
7. Complete assigned tasks before moving onto another.			
8. Quality of work must meet employers standards.			
9. Complete assigned jobs on schedule.			
10. Follow directions.			
11. Provide attention to small details of assigned tasks.			
12. Do not waste time.			
13. Must comply with definite time periods for breaks.			
14. Must make sound judgments on the job.			
15. Report to work at employers designated time.			
16. Correct mistakes rather than cover them.			
17. Relate well with job supervisor.			
18. Cooperate fully with employer or his representative.			
19. Work under pressure when situation dictates.			
20. Report to work on time.			

LAP Prepared By: D. Gene Davis

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.3 Assume adult roles and responsibilities in a selected career.

Performance Objective: 5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of your selected career and other adult responsibilities.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to:

1. Identify at least five (5) personal responsibilities that you now possess that will also be important to you as you assume responsibilities typical of your selected career and other adult responsibilities.
2. Identify and define at least five (5) new responsibilities that you as an adult will likely need that you do not now have in your daily life.

RATIONALE

This LAP will help you to identify and evaluate some of the important adult roles and responsibilities, and to formulate a personal plan for assuming these new responsibilities as these arise.

DIRECTIONS

In this LAP you will review the items identified and defined in Vocational LAP 5.3.1; relate these items to your future adult life responsibilities; and identify and define at least five (5) new adult roles that you can anticipate assuming in the future.

PRE-TEST

1. Identify five (5) personal responsibilities that you now possess that will also be important to you in your selected career and other adult responsibilities.

____

____

____

____

____

2. Identify five (5) new responsibilities that you as an adult will likely need that you do not now possess in your daily life.

____

____

____

____

____

3. Identify five (5) basic resource documents on the principles of personal money management. (See attached Reading List on page 7.)

____

____

____

____

____

PRE-TEST (Scoring Key)

1. Sample Response:

   Honesty
   Loyalty
   Initiative
   Leadership (Answers will vary)
   Cooperative

2. Sample Response:

   Financial
   Legal
   Personal (Answers will vary)
   Family
   Social

3. See Reading List attached - page 7.

Evaluative Criteria: If the student cannot respond to all three (3) items to the satisfaction of his Coordinator, he should complete this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Review the items you checked in the column marked SELECTED CAREER on your PERSONAL RESPONSIBILITIES FORM in Vocational LAP 5.3.1. As you remember, these are the personal things that you identified as applying to your future selected career objective.

On the lines below, write down the five (5) most important items from those you checked that you feel will become a part of your adult responsibilities. Give a one-or-two-sentence reason for each of your choices.

ITEM: ______________________. ______________________

____

____

ITEM: ______________________. ______________________

____

____

ITEM: ______________________. ______________________

____

____

ITEM: ______________________. ______________________

____

____

ITEM: ______________________. ______________________

____

____

ACTIVITY #2. Drawing upon your personal experiences and observations, list five (5) new roles that you now feel the average adult assumes that you do not now have in your daily life. These new adult roles may relate to home life, work, family, or a combination of all of these.

There are many different definitions of roles that people play, and they often change as life situations change. The following categories of adult responsibilities may give you some clues to making up your own definition of an adult role. (Example below*).

Categories:

* Social	Financial
Legal	Personal
Political	Military
Family	

NEW ADULT ROLE (*Sales Contract). ______________________________

____

____

NEW ADULT ROLE ____________________. ____________________________

____

____

NEW ADULT ROLE ____________________. ____________________________

____

____

NEW ADULT ROLE ____________________. ____________________________

____

____

NEW ADULT ROLE ____________________. ____________________________

____

____

*Example of legal category is Sales Contract.

ACTIVITY #3. Submit your notes on the new adult responsibilities from Activity #2 to your related vocational class instructor and/or Work Experience Education Coordinator for review and discussion. Ask for help and opinions on the categories that you found difficult.

ACTIVITY #4. Employers have identified personal money management as a major responsibility for some of their employees that can have serious effects upon their work and even in keeping their jobs.

Choose at least one (1) reference from the READING LIST and prepare up to a 50-word paragraph on some of the principles of personal money management that were referred to in the reading material.

PERSONAL MONEY MANAGEMENT.

READING LIST

Business Behavior	South-Western Publishing Co.
You and Your Job	" " " "
Fitting Yourself For Business	Gregg Div.-McGraw Hill Book Co.
General Business For Everyday Living	" " " "
Holding a Job	Follett Publishing Co.
Changing a Job	" " "
Taking Stock	" " "
Keeping That Job	" " "
Understanding Consumer Credit	" " "
Getting Along With Others	Science Research Associates
Personality and Your Job	" " "
Your Attitude is Changing	" " "
Your Attitude is Showing	" " "
Guide to Good Grooming	" " "
Charm-The Career Girl's Guide to Business and Personal Success	McGraw Hill Book Co.
Executive Profile-A Young Man's Guide to Business Success	" " " "
Grooming Tips For a Secretary	Calif. State Dept. of Educ. Bureau of Business Educ.
Basic Principles in Family Money and Credit Management	National Consumer Finance Assoc.
How and Why of Banking	Calif. Bankers Association
Managing Personal Finances	Prentice Hall
New York Times-Guide to Personal Finance	Harper and Row
Personal Money Management	American Bankers Association
Using Our Credit Intelligently	Natl. Foundation for Cons. Credit
When to Use Credit Instead of Cash	Wells Fargo Bank
Secretaries on the Spot	National Secretaries Assoc.
Business Etiquette Handbook	Parker Publishing Co.

POST-TEST

1. Identify five (5) personal responsibilities that you now possess that will also be important to you in your selected career and other adult responsibilities.

    (a) ____

    (b) ____

    (c) ____

    (d) ____

    (e) ____

2. Identify five (5) new responsibilities that you as an adult will likely need that you do not now possess in your daily life.

    (a) ____

    (b) ____

    (c) ____

    (d) ____

    (e) ____

3. Identify five (5) basic resource documents on the principles of personal money management. (See attached Reading List on page 7.)

    (a) ____

    (b) ____

    (c) ____

    (d) ____

    (e) ____

POST-TEST (Scoring Key)

1. Sample Response:

   Honesty
   Loyalty
   Initiative
   Leadership (Answers will vary)
   Cooperative

2. Sample Response:

   Financial
   Legal
   Personal (Answers will vary)
   Family
   Social

3. See Reading List attached - page 7.

Evaluative Criteria:	If student cannot respond to all three (3) items to the satisfaction of his Coordinator, he should repeat that section of the LAP that is unsatisfactory.

I-DEAS

Employers are always looking for new employees who are anxious to improve themselves and to get ahead in their company through promotion within the company. Using your material from LAPs 5.3.1 and 5.3.2, write up to a 100-word paragraph that identifies the most important qualities that an employee should exhibit in order to be considered for promotion from his current assignment to one with higher pay and more responsibility.

GETTING AHEAD.

Choose any five (5) selections from the attached READING LIST. Prepare a paragraph of up to 50 words on each selection that highlights the most important point you learned from your reading concerning your future career success.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.3 Assume adult roles and responsibilities in a selected career.

Performance Objective: 5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of your selected career and other adult responsibilities.

NOTE TO THE STUDENT

When a student enters the work environment, he/she will need to adopt certain attitudes and practices that are common among employed adults. The life style of the youth will need to be adjusted to enable him to make these necessary adjustments.

RATIONALE

It is often quite difficult for young workers to adjust to the demands of the work environment. This change necessitates an adjustment if the new employee is to successfully make the transition to the working world.

DIRECTIONS

The student will compare some of his present obligations to those that are characteristic of full-time employees at his career station. He/she will concentrate on the development of a plan to meet the changes that are necessary to adopt several described adult roles.

INTRODUCTION

Young persons entering today's labor market will need to use every asset at their disposal to successfully gain employment at a career station of their choice.

As students enter the labor market, they must be prepared to accept obligations which are new to them but are characteristic of those commonly accepted by adults.

An opportunity to use past experiences, as well as present obligations, helps the young person assume an adult role which is available for all young workers. This Learning Activity Package will provide an opportunity for the student to think through some of his present obligations and develop a plan to relate them to the adult role he must be prepared to assume.

PRE-TEST

INSTRUCTIONS: On the following four pages are 15 questions. These questions may be applied to your behavior at home or at school.

After each question are four answers lettered A, B, C, and D. You are to select the best answer by placing a check (✓) in the space provided in front of the letter of that response.

If you score 13 of the 15 correct, as check against the Pre-Test Key on page 8, you may return this LAP to your Work Experience Education Coordinator and request another one. However, this test is only a representative sampling of information that is desirable to assist you in developing attitudes and behaviors that will contribute to your personal growth and maturity. The remaining portion of the LAP will also be quite interesting. You may wish to continue on with this activity even though you passed the Pre-Test.

PRE-TEST

Name____ Date__________

1. What do you do if your class gets boring?

____A. Be certain you have finished all of your assigned tasks.

____B. Look around for other things to do.

____C. Ask your teacher if you may take on more work.

____D. Do all of these things.

2. If the people at school do not accept you right away, should you let it get you down?

____A. No. It takes time and some work to be accepted.

____B. Perhaps. It may mean you won't be happy at this job.

____C. Yes. Experienced students should accept new students. If they do not, it is not a good place to go to school.

____D. Definitely. Nobody can work where he is not wanted.

3. After an argument is settled, is it a good idea to harbor a grudge?

____A. Yes. It helps you withstand your enemies.

____B. Perhaps. You never know when you will want to start a fight.

____C. Probably not. You can waste much time holding grudges.

____D. Definitely not. You use up energy without accomplishing anything.

4. Is it necessary to like everyone you meet?

____A. You should like a person only if he is himself.

____B. You should like only glamorous and successful people.

____C. Try to find in each person you meet, qualities that you like.

____D. It is important to like everybody.

5. What do you do when another student is grumpy or curt?

_____A. Ignore the mood and try to get the job done.

_____B. Don't talk to this person.

_____C. Laugh at the person.

_____D. Act the same way.

6. How can you learn to appreciate another student who is different from you?

_____A. Forget it; you probably won't like him anyway.

_____B. Learn his good qualities and like him for them.

_____C. Pick a fight with him; like him only if he wins.

_____D. Compliment everything he does; then he will like you.

7. How can you make the best use of supervision?

_____A. Forget what the supervisor tells you. It's unimportant.

_____B. Keep a written record of suggestions of supervisor.

_____C. Try to remember everything anyone tells you about your work.

_____D. Always have an answer. Defend yourself against criticism.

8. Should you "butter up" your teacher?

_____A. Yes. It will help you get ahead faster.

_____B. Possibly. You two may become good friends.

_____C. No. It is insincere and it is hard on your teacher.

_____D. Definitely not. You do not want this class anyway.

6. Some people have wronged fellow students because of differences in race, sex, or religion. Is this a fair practice to follow?

_____A. It is all right in a free country.

_____B. It has been going on for centuries.

_____C. It is illegal and morally unfair to discriminate against others on these grounds.

_____D. It is not a fair practice but little is being done to change it.

10. How can you learn to be a good listener?

_____A. Pay strict attention to what the other person is saying.

_____B. Do not do much talking yourself.

_____C. Look directly at a person while he is talking.

_____D. Make tape recordings of important discussions.

11. Should you expect everyone at school to be and act exactly like you?

_____A. Yes. Everyone in the same school should be alike.

_____B. No. Each person is different from everyone else.

_____C. Yes. This is the age of conformity -- everyone acts alike.

_____D. No. Older persons act differently from younger persons.

12. How can you learn to compliment others?

_____A. Think about how much better your work is.

_____B. Notice the abilities of others and praise them.

_____C. Help others when they make mistakes.

_____D. Laugh when someone compliments you.

13. When answering the telephone, what do you do?

_____A. Quickly and politely write down the name and message of the caller.

_____B. Get hold of the person who is being called, no matter how long it takes.

_____C. Take the phone off the hook to stop the ringing.

_____D. Conduct a pleasant conversation.

14. When answering the telephone, try always to have a pencil and paper because:

_____A. You may need to write down an important message.

_____B. It's nice to be able to doodle while talking on the phone.

_____C. You may be asked to get some groceries on the way home.

_____D. You may want to jot down a note to a friend.

15. How should you act toward the people around you?

_____A. Keep out of their way.

_____B. "Live and let live."

_____C. Try to establish a feeling of good will.

_____D. Become everyone's best friend.

PRE-TEST (Scoring Key)

1. D. If you think your class is boring, first be certain you have done all of your assigned tasks; look around for other things to do; then tell your teacher that you are ready for more work.

2. A. If people at school do not accept you right away, do not let it get you down. Being "one of the team" takes time, and you have to work at it tactfully by being pleasant and not "pushy."

3. D. After a disagreement is settled, you gain nothing by harboring a grudge. In fact, when people remain angry, they use much energy that otherwise could be used for doing something useful.

4. C. Try to find qualities you like in each person that you meet.

5. A. When someone is grumpy or curt, try to ignore the mood and go ahead and do the job. Little can be accomplished by ignoring the person or laughing at him; less if you match his mood. You don't know what caused his attitude and the best behavior for you is to go ahead and do the job as best you can.

6. B. You can learn to appreciate another student who is different from you by finding his good qualities and liking him for them.

7. B. To make the best use of supervision, keep a written record of suggestions for improvement provided by your supervisor. Remember, a good supervisor is not picking on you, but is trying to help you do your assignments better.

8. C. Do not try to "butter up" your teacher because it is insincere and you may make it hard for him/her to treat you as a student.

9. C. It is illegal and morally unfair to discriminate against people on the grounds of race, sex, or religious beliefs.

10. A. To learn to be a good listener, pay strict attention to what the other person is saying. Clear your mind of other thoughts and direct all of your energy to what he is telling you.

11. B. At work, as in daily living, each person is different from everyone else. Each acts as he does for his own reasons.

12. B. You can learn to compliment others by noticing their abilities, things they do well, and praising their accomplishments.

13. A. When answering the telephone, find out quickly and politely who is calling and write down the information. As soon as you can, find out the procedure you are expected to follow.

14. A. When answering the telephone, it is always a good idea to have a pencil and paper available because you may need to write down an important message such as an order from a school administrator, instructions from your principal, or even a message for the school student body president.

15. C. Try to establish a feeling of good will with the people around you. If you are helpful and considerate of others, they will usually act that way toward you. Your tasks can be easier and your outlook may be brighter because of the good will you establish.

ACTIVITY #1. On the following two pages is a form titled, EMPLOYEE OBLIGATIONS. This form will be completed by your career sponsor. He will mark each obligation by indicating the Degree of Importance that should be assigned to each statement.

After completion of the form, you are to turn to Activity #2 on page 13. You will receive instructions on how the responses made by your sponsor can be utilized to assist you to assume obligations and responsibilities.

Your career sponsor may feel that all obligations are Very Important. If this is so, ask him to star (*) five or six that he feels are critical for his employees. You will then have an opportunity to discuss those that are considered as being more critical than others.

Student's Name:________________________________ Date:__________

Sponsor's Name:________________________________

Business Name: ________________________________

EMPLOYEE OBLIGATIONS

Obligations of Regular Employees	Very Important	Some Importance	Not Important
1. Always ready to accept constructive criticism			
2. Careful with materials and property			
3. Safety conscious at all times while on the job			
4. Maintains very good attendance on the job			
5. Always gets along well with other employees			
6. Understands the reasons for the work being done			
7. Always observes company rules and regulations			
8. Pays attention to the details of the tasks being undertaken			
9. Possesses all skills needed to complete job assignments			
10. Minds own business while on the job			

EMPLOYEE OBLIGATIONS

Obligations of Regular Employees	Very Important	Some Importance	Not Important
11. Quality of work is maintained at a standard that is acceptable for the finished product			
12. Is always friendly with the employer or his representatives			
13. Able to work unsupervised on most job tasks			
14. Seeks out new jobs to do when an assigned task is completed			
15. Is willing to accept dull, routine assignments when requested to do so			
15. Has a thorough understanding of most processes the company is currently completing or providing			
17. Is always appropriately dressed to work at assigned career station			
18. Can understand instructions for completing assignments without using extra time to read directions			
19. Has ample self-confidence to do the job tasks assigned			
20. Always observes company rules concerning being to work on time			

ACTIVITY #2. Refer back to the form that was completed by your sponsor. Select five (5) of the Obligations of Regular Employees that your employer rated as being Very Important. Write one of these statements on each of the five (5) lines provided on the following two pages.

Write in your own words how you will need to change your life style to meet similar obligations as you enter full-time employment.

Example: Obligation No. 3 - Safety conscious at all times while on the job. (Write in your own words how you will assume obligations to become more safety conscious at your career station, as well as during future employment.)

ASSUMPTION OF ADULT OBLIGATIONS

1. Obligation No. ____. ______________________________

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2. Obligation No.____. ______________________________

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3. Obligation No.____. ______________________________

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4. Obligation No.____. ____

5. Obligation No.____. ____

POST TEST

INSTRUCTIONS: On the following pages are 15 questions. These questions may be applied to your behavior at home or at school. You should also adopt each statement to your behavior and attitudinal actions at your career station.

After each question are four answers lettered A, B, C, and D. You are to select the best answer by placing a check (✓) in the space in front of that answer.

When you have completed this Post Test, turn to the Post Test Key on page 21 to check the answers you have marked. Each answer has an explanation to clarify the reasoning behind the selection of that specific answer. Correct any answers you have missed.

You have now completed this LAP. Assemble all pages into correct numerical order and turn them in to your Work Experience Education Coordinator.

POST TEST

Name____ Date________________

1. What do you do if your class gets boring?

____A. Be certain you have finished all of your assigned tasks.

____B. Look around for other things to do.

____C. Ask your teacher if you may take on more work.

____D. Do all of these things.

2. If the people at school do not accept you right away, should you let it get you down?

____A. No. It takes time and some work to be accepted.

____B. Perhaps. It may mean you won't be happy at this job.

____C. Yes. Experienced students should accept new students. If they do not, it is not a good place to go to school.

____D. Definitely. Nobody can work where he is not wanted.

3. After an argument is settled, is it a good idea to harbor a grudge?

____A. Yes. It helps you withstand your enemies.

____B. Perhaps. You never know when you will want to start a fight.

____C. Probably not. You can waste much time holding grudges.

____D. Definitely not. You use up energy without accomplishing anything.

4. Is it necessary to like everyone you meet?

____A. You should like a person only if he is himself.

____B. You should like only glamorous and successful people.

____C. Try to find in each person you meet, qualities that you like.

____D. It is important to like everybody.

5. What do you do when another student is grumpy or curt?

____A. Ignore the mood and try to get the job done.

____B. Don't talk to this person.

____C. Laugh at the person.

____D. Act the same way.

6. How can you learn to appreciate another student who is different from you?

____A. Forget it: you probably won't like him anyway.

____B. Learn his good qualities and like him for them.

____C. Pick a fight with him; like him only if he wins.

____D. Compliment everything he does; then he will like you.

7. How can you make the best use of supervision?

____A. Forget what the supervisor tells you. It's unimportant.

____B. Keep a written record of suggestions of supervisor.

____C. Try to remember everything anyone tells you about your work.

____D. Always have an answer. Defend yourself against criticism.

8. Should you "butter up" your teacher?

____A. Yes. It will help you get ahead faster.

____B. Possibly. You two may become good friends.

____C. No. It is insincere and it is hard on your teacher.

____D. Definitely not. You do not want this class anyway.

9. Some people have wronged fellow students because of differences in race, sex, or religion. Is this a fair practice to follow?

____A. It is all right in a free country.

____B. It has been going on for centuries.

____C. It is illegal and morally unfair to discriminate against others on these grounds.

____D. It is not a fair practice, but little is being done to change it.

10. How can you learn to be a good listener?

____A. Pay strict attention to what the other person is saying.

____B. Do not do much talking yourself.

____C. Look directly at a person while he is talking.

____D. Make tape recordings of important discussions.

11. Should you expect everyone at school to be and act exactly like you?

____A. Yes. Everyone in the same school should be alike.

____B. No. Each person is different from everyone else.

____C. Yes. This is the age of conformity -- everyone acts alike.

____D. No. Older persons act differently from younger persons.

12. How can you learn to compliment others?

____A. Think about how much better your work is.

____B. Notice the abilities of others, and praise them.

____C. Help others when they make mistakes.

____D. Laugh when someone compliments you.

13. When answering the telephone, what do you do?

____A. Quickly and politely write down the name and message of the caller.

____B. Get hold of the person who is being called, no matter how long it takes.

____C. Take the phone off the hook to stop the ringing.

____D. Conduct a pleasant conversation.

14. When answering the telephone, try always to have a pencil and paper because:

____A. You may need to write down an important message.

____B. It's nice to be able to doodle while talking on the phone.

____C. You may be asked to get some groceries on the way home.

____D. You may want to jot down a note to a friend.

15. How should you act toward the people around you?

____A. Keep out of their way.

____B. "Live and let live."

____C. Try to establish a feeling of good will.

____D. Become everyone's best friend.

POST TEST (Scoring Key)

1. D. If you think your class is boring, first be certain you have done all of your assigned tasks: look around for other things to do; then tell your teacher that you are ready for more work.

2. A. If people at school do not accept you right away, do not let it get you down. Being "one of the team" takes time, and you have to work at it tactfully by being pleasant and not "pushy."

3. D. After a disagreement is settled, you gain nothing by harboring a grudge. In fact, when people remain angry, they use much energy that otherwise could be used for doing something useful.

4. C. Try to find qualities you like in each person that you meet.

5. A. When someone is grumpy or curt, try to ignore the mood and go ahead and do the job. Little can be accomplished by ignoring the person or laughing at him; less if you match his mood. You don't know what caused his attitude and the best behavior for you is to go ahead and do the job as best you can.

6. B. You can learn to appreciate another student who is different from you by finding his good qualities and liking him for them. Soon you will begin to appreciate his uniqueness.

7. B. To make the best use of supervision, keep a written record of suggestions for improvement provided by your supervisor. Remember, a good supervisor is not picking on you but is trying to help you do your assignments better.

8. C. Do not try to "butter up" your teacher because it is insincere and you may make it hard for him/her to treat you as a student.

9. C. It is illegal and morally unfair to discriminate against people on the grounds of race, sex, or religious beliefs.

10. A. To learn to be a good listener, pay strict attention to what the other person is saying. Clear your mind of other thoughts and direct all of your energy to what he is telling you.

11. B. At work, as in daily living, each person is different from everyone else. Each acts as he does for his own reasons.

12. B. You can learn to compliment others by noticing their abilities, things they do well, and praising their accomplishments.

13. A. When answering the telephone, find out quickly and politely who is calling and write down the information. As soon as you can, find out the procedure you are expected to follow.

14. A. When answering the telephone, it is always a good idea to have a pencil and paper available because you may need to write down an important message such as an order from a school administrator, instructions from your principal, or even a message for the school student body president.

15. C. Try to establish a feeling of good will with the people around you. If you are helpful and considerate of others, they will usually act that way toward you. Your tasks can be easier and your outlook may be brighter because of the good will you establish.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.4 Demonstrate job-entry level proficiency in a selected career.

Performance Objective: 5.4.1 Demonstrate or give other satisfactory evidence of job-entry level proficiencies you have acquired. Incorporate these into a job application that could be presented to a potential employer.

NOTE TO THE STUDENT

For many people, a Personal Data Sheet or a Resume is submitted with a job application. The young worker can also enhance his job application by including evidence of job-entry level proficiency in various skill areas. This LAP will provide an opportunity for the student to develop this evidence, and have it available if he needs it for an attachment to a job application.

RATIONALE

Young workers can often enhance their chances to obtain employment by demonstrating that they have acquired entry-level skills. This is especially important when the skills are required prior to employment.

DIRECTIONS

The student will be required to obtain satisfactory evidence that he has developed adequate proficiency in entry-level skills and is able to perform these skills as directed on the job.

INTRODUCTION

An opportunity will be provided for the worker to accumulate job-entry level skill information that can be used as a supplement to an application for employment.

This will assist the young applicant to provide evidence that he has adequate job-entry level skills to meet the requirements of the position he seeks in his application. The application might also be supplemented with a Personal Data Sheet or a Resume. The potential employee should use anything at his disposal to inform the employer that he has the job-entry level skills that are necessary prior to employment.

PRE-TEST

INFORMATION: This Pre-Test is designed as a teaching instrument as much as a measuring device to determine the information you have on the subject of applications and interviews. It will provide an opportunity for you to utilize information you have in your possession that pertains to techniques used when seeking employment.

The test consists of fifteen (15) questions or statements that pertain to applying for a job. Each one will contribute to information and practices that are necessary for an applicant to be successful in his quest for employment.

There are four (4) possible answers, lettered A, B, C, and D, for each question. Answer the question by placing a check (✓) in the space provided in front of the answer. The enrollee must check 12 of the 15 questions correct to pass this test and be exempt from continuing on with this LAP.

Please turn to the following page and answer the questions or statements given in the Pre-Test. When you have completed the Pre-Test, turn to the Pre-Test Key on page 8 and check your answers. If you have at least 12 correct, turn in the LAP. If not, begin the assignment which is on page 10. Instructions concerning the assignment will be found on that page.

PRE-TEST

1. In selecting references, the persons not to include are:

   ____A. Friends your own age.

   ____B. Vocational teachers.

   ____C. Local businessmen.

   ____D. Guidance counselors

2. When applying for a job with a large or a medium-size organization, the first person you see would probably be:

   ____A. The personnel director.

   ____B. The job interviewer.

   ____C. The receptionist.

   ____D. Your next boss.

3. How do you begin a job interview?

   ____A. Start out by telling about yourself.

   ____B. Begin by talking about the weather.

   ____C. Praise something favorable that you have heard about the job.

   ____D. Wait for the interviewer to open the conversation.

4. How should you find out the name of the job interviewer?

   ____A. Ask him when you first see him.

   ____B. Find out before the interview.

   ____C. Don't bother about finding out.

   ____D. Wait to see if he tells you.

5. During a job interview, you will be asked to state your skills and experiences. You should:

____A. Prepare a list of your skills and jobs held, including dates of employment and duties performed.

____B. Not worry. You will be able to recall all of your abilities when the time comes.

____C. Play it cool. Let the interviewer pry it out.

____D. Not answer. Your talents aren't anybody else's business.

6. Before listing someone as a reference:

____A. Obtain his permission, if it is convenient.

____B. Obtain his permission, even if you have to go out of your way to do so.

____C. Assume that he would be willing to be listed as a reference.

____D. Obtain his permission and inform him each time you list his name as a reference.

7. A good way to find a job is to:

____A. Let your friends and family know you are looking for a job.

____B. Talk it over with a vocational instructor or guidance counselor.

____C. Keep checking the "wand-ad" sections of the newspapers.

____D. Follow all of these steps.

8. It is important for you to learn the name of the job interviewer because:

____A. You may want to call him later.

____B. You will know whom to see.

____C. Everyone likes to hear his own name.

____D. All of the above.

9. When using references, always:

____A. Ask permission beforehand of the people you want to use as references.

____B. Have the references' addresses with you.

____C. Know how to spell the full names of your references.

____D. Follow the suggestions given above.

10. A job application letter is addressed to:

____A. The personnel director, or a box number if a want-ad is answered.

____B. Whom it may concern.

____C. The president.

____D. The name of the organization where you are applying.

11. Some of the personal traits that most job interviewers look for are:

____A. Dependability, promptness, and a neat appearance.

____B. High intelligence, lively personality, and good looks.

____C. A serious purpose and a straight face.

____D. A happy-go-lucky outlook, someone who likes a good laugh.

12. If, during the interview, you are not offered the job, you should:

____A. Forget all about it.

____B. Give up, and look somewhere else.

____C. Ask the interviewer when you should call for his decision.

____D. Ask for the job.

13. By knowing your strengths and your skills, you develop self-confidence. This is important in job hunting because a self-confident person:

____A. Is an optimist.

____B. Is not shy. He looks and acts as though he has something to offer an employer.

____C. Is not "smart-alecky" or superior.

____D. Is all of the above.

14. People applying for a job often are asked to complete a job application blank. This blank is:

____A. Completed and mailed in before the interview.

____B. Usually completed before seeing the interviewer.

____C. Filled out and sent in later.

____D. Written after you are hired.

15. When asked by the job interviewer, "What can you do?":

____A. Impress the interviewer with your talents.

____B. State your experience, such as other jobs you have had; and your skills, such as typing.

____C. Discuss your career goal.

____D. Be modest and do not oversell yourself.

PRE-TEST (Scoring Key)

1. A. Do not include friends your age. Others, such as teachers and businessmen, are in a better position to tell employers about your abilities.

2. C. In a large or medium-size organization, the first person you see will probably be the receptionist.

3. D. Wait for the interviewer to begin the conversation at the start of the job interview.

4. B. Find out the name of the job interviewer you are to see before the interview. Ask the person who referred you, such as your teacher or placement counselor, or call the organization.

5. A. Prepare a list of the jobs you have held, including the dates employed and the duties performed. Also, prepare a list of skills and knowledges acquired in vocational courses if you have not had experience related to the job sought.

6. B. Get permission from the persons you plan to list as references, before doing any job hunting. Once you have obtained permission, it is not necessary to do so each time you use a reference. Usually, people are willing to be listed as references and they will do their best for you.

7. D. Follow all of these steps. Until you locate a job, finding it should be full-time work.

8. D. It is important to find out the name of the job interviewer because you may want to get in touch with him later; you will know whom to ask for when you go for a job interview: and everyone likes the sound of his own name.

9. D. Follow the suggestions listed. Obtain permission from those you want to list as references, before using their names (this will also inform them that you are in the job market), know how to spell their names correctly, and take their addresses with you on job interviews.

10. A. A job application letter is addressed to the personnel director, or to a box number if you are answering a newspaper want-ad.

11. A. Some of the personal traits job interviewers look for are dependability, promptness, and a neat appearance.

12. C. If you are not offered the job during the interview, don't give up. The interviewer may want to talk to others. Ask when you might call him to learn of his decision. He may say that he will get in touch with you, or he may give you a definite time to call. Remember -- when the time comes, follow through!

13. D. A self-confident person has all of the traits mentioned. He knows that if he is not sure of himself, the employer may think he has nothing to offer. He is not conceited; he just knows his abilities because he has put them in writing.

14. B. You are usually asked to complete the job application blank before seeing the interviewer. A job application is generally filled out by anyone applying for a job. It serves as the starting point for the interviewer's questions.

15. B. State exactly the amount of experience you have had, such as other jobs and your duties on these jobs; and give your special skills, such as typing, driving a car, etc. To help you remember, make a list of what you can do before you go for the interview.

ACTIVITY #1. The student-employee is requested to obtain information from three (3) sources that will indicate what skills he has in his possession, and his degree of competence in each skill area.

When completed, the information provided by this assignment can be an important asset to assist the student to upgrade his employment position. The opportunity to demonstrate one's competence in a skill area is extremely important, especially if the applicant does not have a wide, varied background of on-the-job experience.

The next best advantage to actually demonstrating your skills is to have someone else testify in your behalf that you do have job-entry level skills that are needed prior to employment. This activity provides an opportunity for you to do this.

Use the three (3) SKILL PROFICIENCY REPORT forms on the following three (3) pages to complete this assignment.

Ask your job sponsor, a past employer, a vocational teacher, or someone else who can attest as to your job skills to complete these forms. Spaces are provided for four (4) skills on each page. These are available for the persons completing your forms, but it is not necessary that they complete all of the four (4) skill areas.

You are to contact three (3) different persons, who will each complete a form in your behalf.

Examine the following examples so you can explain to the persons you contact how they should fill out the forms.

Skill		Degree of Competence	Length of Experience
Example #1	Typing	45 wpm	3 semesters
Example #2	Service Station Attendant	Serviced drive quite well	6 months
Example #3	Pickup and Delivery	Fast, obeys laws, no accidents	1 year (part-time)

SKILL PROFICIENCY REPORT

Name ______________________ Address ______________________

Telephone ______________________ City ______________________

Birthdate ______________________ State ____________ Zip ________

- -

This is to certify that the above-named applicant has demonstrated his/her competence in the following skills while under my supervision.

	SKILL	DEGREE OF COMPETENCE	LENGTH OF EXPERIENCE
1.	____________	____________ ____________	________
2.	____________	____________ ____________	________
3.	____________	____________ ____________	________
4.	____________	____________ ____________	________

COMMENTS: ____

____

____

DATE ______________ SIGNED ______________________

ORGANIZATION ______________________

Additional information may be obtained by calling Telephone No. ____________

POST TEST

INSTRUCTIONS: On the following pages are 30 statements. These statements all concern job applications or job interviews. You should look upon these as a learning activity, especially as you check your answers for being right or wrong.

After each statement are four answers lettered A, B, C, and D. You are to select the best answer by placing a check (✓) in the space in front of that answer.

When you have completed this Post Test, turn to the Post Test Key on page 19 to check the answers you have marked. Each answer has an explanation to clarify the reasoning behind the selection of that specific answer. Correct any answers you have missed.

You have now completed this LAP. Assemble all the pages into correct numerical order, and turn them in to your Work Experience Education Coordinator.

POST TEST

1. In selecting references, the persons not to include are:

   ____A. Friends your own age.

   ____B. Vocational teachers.

   ____C. Local businessmen.

   ____D. Guidance counselors.

2. When applying for a job with a large or a medium-size organization, the first person you see would probably be:

   ____A. The personnel director.

   ____B. The job interviewer.

   ____C. The receptionist.

   ____D. Your next boss.

3. How do you begin a job interview?

   ____A. Start out by telling about yourself.

   ____B. Begin by talking about the weather.

   ____C. Praise something favorable that you have heard about the job.

   ____D. Wait for the interviewer to open the conversation.

4. How should you find out the name of the job interviewer?

   ____A. Ask him when you first see him.

   ____B. Find out before the interview.

   ____C. Don't bother about finding out.

   ____D. Wait to see if he tells you.

5. During a job interview, you will be asked to state your skills and experiences. You should:

____A. Prepare a list of your skills and jobs held, including dates of employment and duties performed.

____B. Not worry. You will be able to recall all of your abilities when the time comes.

____C. Play it cool. Let the interviewer pry it out.

____D. Not answer. Your talents aren't anybody else's business.

6. Before listing someone as a reference:

____A. Obtain his permission, if it is convenient.

____B. Obtain his permission, even if you have to go out of your way to do so.

____C. Assume that he would be willing to be listed as a reference.

____D. Obtain his permission, and inform him each time you list his name as a reference.

7. A good way to find a job is to:

____A. Let your friends and family know you are looking for a job.

____B. Talk it over with a vocational instructor or guidance counselor.

____C. Keep checking the "want-ad" sections of the newspapers.

____D. Follow all of these steps.

8. It is important for you to learn the name of the job interviewer because:

____A. You may want to call him later.

____B. You will know whom to see.

____C. Everyone likes to hear his own name.

____D. All of the above.

9. When using references, always:

____A. Ask permission beforehand of the people you want to use as references.

____B. Have the references' addresses with you.

____C. Know how to spell the full names of your references.

____D. Follow the suggestions given above.

10. A job application letter is addressed to:

____A. The personnel director, or a box number if a want-ad is answered.

____B. Whom it may concern.

____C. The president.

____D. The name of the organization where you are applying.

11. Some of the personal traits that most job interviewers look for are:

____A. Dependability, promptness, and a neat appearance.

____B. High intelligence, lively personality, and good looks.

____C. A serious purpose and a straight face.

____D. A happy-go-lucky outlook, someone who likes a good laugh.

12. If, during the interview, you are not offered the job, you should:

____A. Forget all about it.

____B. Give up, and look somewhere else.

____C. Ask the interviewer when you should call for his decision.

____D. Ask for the job.

13. By knowing your strengths and your skills, you develop self-confidence. This is important in job hunting because a self-confident person:

____A. Is an optimist.

____B. Is not shy. He looks and acts as though he has something to offer an employer.

____C. Is not "smart-alecky" or superior.

____D. Is all of the above.

14. People applying for a job often are asked to complete a job application blank. This blank is:

____A. Completed and mailed in before the interview.

____B. Usually completed before seeing the interviewer.

____C. Filled out and sent in later.

____D. Written after you are hired.

15. When asked by the job interviewer, "What can you do?":

____A. Impress the interviewer with your talents.

____B. State your experience, such as other jobs you have had; and your skills, such as typing.

____C. Discuss your career goal.

____D. Be modest, and do not oversell yourself.

POST TEST (Scoring Key)

1. A. Do not include friends your age. Others, such as teachers and businessmen, are in a better position to tell employers about your abilities.

2. C. In a large or medium-size organization, the first person you see will probably be the receptionist.

3. D. Wait for the interviewer to begin the conversation at the start of the job interview.

4. B. Find out the name of the job interviewer you are to see before the interview. Ask the person who referred you, such as your teacher or placement counselor, or call the organization.

5. A. Prepare a list of the jobs you have held, including the dates employed and the duties performed. Also, prepare a list of skills and knowledges acquired in vocational courses if you have not had experience related to the job sought.

6. B. Get permission from the persons you plan to list as references, before doing any job hunting. Once you have obtained permission, it is not necessary to do so each time you use a reference. Usually, people are willing to be listed as references and they will do their best for you.

7. D. Follow all of these steps. Until you locate a job, finding it should be full-time work.

8. D. It is important to find out the name of the job interviewer because you may want to get in touch with him later; you will know whom to ask for when you go for a job interview; and everyone likes the sound of his own name.

9. D. Follow the suggestions listed. Obtain permission from those you want to list as references before using their names (this will also inform them that you are in the job market), know how to spell their names correctly, and take their addresses with you on job interviews.

10. A. A job application letter is addressed to the personnel director, or to a box number if you are answering a newspaper want-ad.

11. A. Some of the personal traits job interviewers look for are dependability, promptness, and a neat appearance.

12. C. If you are not offered the job during the interview, don't give up. The interviewer may want to talk to others. Ask when you might call him to learn of his decision. He may say that he will get in touch with you, or he may give you a definite time to call. Remember -- when the time comes, follow through!

13. D. A self-confident person has all of the traits mentioned. He knows that if he is not sure of himself, the employer may think he has nothing to offer. He is not conceited; he just knows his abilities because he has thought about his strengths and weaknesses. He can recall them because he has put them in writing.

14. B. You are usually asked to complete the job application blank before seeing the interviewer. A job application is generally filled out by anyone applying for a job. It serves as the starting point for the interviewer's questions.

15. B. State exactly the amount of experience you have had, such as other jobs and your duties on these jobs: and give your special skills, such as typing, driving a car, etc. To help you remember, make a list of what you can do before you go for the interview.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.4 Demonstrate job-entry level proficiency in a selected career.

Performance Objective: 5.4.2 Obtain an evaluation from your work experience education sponsor, identifying responsibilities which you have met successfully, as well as areas which need improvement in order to meet his standards for full-time employees.

NOTE TO THE STUDENT

This LAP will provide an opportunity for you to compare your accomplishments on-the-job with how you see yourself and how your sponsor views you as an employee. It will also indicate areas which are seen differently and provide an opportunity for you to develop a plan for self-improvement at your job.

RATIONALE

Employees must measure as closely as practical to employer expectations. The closer a worker comes to reaching this standard the more valuable he becomes to the employer.

DIRECTIONS

An employee rating scale will be provided as a portion of the LAP. Your sponsor and you will complete identical scales with an opportunity for you to develop a plan for self-improvement.

GENERAL INSTRUCTIONS

This LAP will provide an opportunity for you to gain information based upon a self evaluation activity and a similar evaluation made by your sponsor.

Areas of concern on these evaluation forms pertain to traits employers feel are important for success on the job.

To introduce you to this LAP, you will take a short Pre-test which covers this subject area. The test consists of five (5) True -- False questions of which you will need to score all correct to be exempt from completing this LAP.

Turn to the following page and take the test, scoring True statements with a "+" and False statements with a "0". Upon completion of the test, turn to the last page of this unit and check your answers against the Test Key.

If you did not make any mistakes, turn your LAP in and ask for the next one. If you missed any questions, please turn to page 4 and read the directions which explain the next phase of this activity.

Your Pre-test should be retained with the LAP.

PRE-TEST

Name ________________________ Date ______________

________ 1. Most employers feel if an employee has the necessary skills to do a job, that this is all that is expected of him as a worker.

________ 2. Getting along with others or having a cheerful disposition do not apply in jobs where you do not have direct contact with other employees.

________ 3. Being on time is not too important if you can work fast enough to catch up with other workers in a short time.

________ 4. Most persons who lose their jobs do so because they do not have the necessary skills to perform the tasks required.

________ 5. Attitudes toward the tasks assigned to you usually are not important on routine, repetitive operations "that you could practically do in your sleep."

RATING SCALES

On the following two pages are two employee rating scales. One is to be completed by you and one by your Work Experience Education Sponsor, the person who is your actual supervisor at work.

Please ask him/her to complete the scale entitled "EMPLOYEE RATING SCALE" and return it to you upon completion.

You are to fill out the scale entitled "HOW GOOD AN 'EMPLOYEE' AM I?" Be sure to do this before your sponsor returns his scale to you.

Upon return of your sponsor's completed scale, you will now have two completed scales in your possession. Compare these scales and note any discrepencies between your ratings and your sponsor's ratings.

On page 7 you will find an assignment that related to these two completed scales. Complete the assignment as directed.

"HOW GOOD AN 'EMPLOYEE' AM I?"

Date ________________ Student's Name ______________________________

This is a self-rating scale that was designed to provide an opportunity for you to rate yourself, then compare your results to those provided by your sponsor on a similar scale.

After you have completed your scale, you may obtain the completed scale from your sponsor. Information follows that will indicate how the results of the two scales will be used.

The following traits were compiled from 25 employers of high school students and dropouts. Each trait was felt to be very important as a contributor to success on the job. After each trait, please place an "X" in the space that best describes you as an employee.

	Excellent	Above Avg.	Above Avg.	Needs Improvement
Ability to take instructions				
Ability to learn				
Attitude toward responsibilities				
Being on time				
Getting work done (dependability)				
Having cheerful disposition				
Ability to "not give up" on long or difficult tasks (persistence)				
Quality of work done				
Initiative				
Good attendance				
Getting along with others				
Following rules & instructions (self-discipline-cooperation)				
Making good use of time (not wasting)				

EMPLOYEE RATING SCALE

Date ______________ Student's Name ____________________________

Your rating of the above student employee will be used by him to develop a self-improvement program, the results of which will be applied on-the-job. He is completing a scale that is identical in content to your scale.

The student has been instructed to compare your results with his results and develop and implement a plan for self-improvement.

The following traits were compiled from 25 employers of high school students and dropouts. Each trait was felt to be very important as a contributor to success on the job. After each trait, please place an "X" in the space that best describes this student employee. Please base his ratings as if he were an entry level employee at his current career assignment.

	Excellent	Above Avg.	Above Avg.	Needs Improvement
Ability to take instructions				
Ability to learn				
Attitude toward responsibilities				
Being on time				
Getting work done (dependability)				
Having cheerful disposition				
Ability to "not give up" on long or difficult tasks (persistence)				
Quality of work done				
Initiative				
Good attendance				
Getting along with others				
Following rules & instructions (self-discipline-cooperation)				
Making good use of time (not wasting)				

ASSIGNMENT

Compare the markings on your rating sheet with those of your sponsor. If you find any discrepencies between the two scales, you are to develop a plan on the following page to improve your job-related attitudes and activities that will make you a better employee.

After you have developed this plan, discuss it with your job sponsor. If he makes any additional suggestions for improvement, add these to the end of your report in the space provided.

The following page has been designed for your convenience to complete this assignment. Upon completion of this activity, place the Evaluation Page with the other LAP pages and turn to the instructions pertaining to the Post test on page 9.

EVALUATION OF MY EMPLOYEE RATING SCALE

Date ____________________ Name ____

I plan to improve my job-related attitudes and activities as noted below:

Additional suggestions for improvement made by my job sponsor.

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POST TEST INSTRUCTIONS

The bottom portion of this page consists of a Post test to measure understandings you now possess as they relate to the traits used on the Employee Rating Scales. This test consists of five (5) True -- False questions. True statements should be scored with a "+" and False statements with a "0".

After taking the Post test, please turn to the last page of this LAP and check your answers against the Test Key. If you miss any questions, go back to the Post test, reread the question and correct your answer.

You have now finished the LAP. Assemble it with the pages in numerical order, staple the pages together and turn it in to your work experience education coordinator.

POST TEST

Name ______________________________ Date ______________

________ 1. Most employers feel if an employee has the necessary skills to do a job, that this is all that is expected of him as a worker.

________ 2. Getting along with others or having a cheerful disposition do not apply in jobs where you do not have direct contact with other employees.

________ 3. Being on time is not too important if you can work fast enough to catch up with other workers in a short time.

________ 4. Most persons who lose their jobs do so because they do not have the necessary skills to perform the tasks required.

________ 5. Attitudes toward the tasks assigned to you usually are not important on routine, repetitive operations "that you could practically do in your sleep."

TEST KEY

1. 0
2. 0
3. 0
4. 0
5. 0

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 5.4 Demonstrate job-entry level proficiency in a selected career.

Performance Objective: 5.4.3 Using the employee self-rating scale provided, compare yourself to full-time employees at your career station. Based upon the results of the scale you have completed, list five (5) areas which you feel you need improvement and develop a plan for implementation of these needs.

NOTE TO THE STUDENT

This LAP will provide an opportunity for you to compare yourself with a regular employee in twenty worker traits. As you realize you have areas that could use some changes, you will develop a plan to enable you to be a more valuable employee.

RATIONALE

Since most businesses operate on a profit-cost basis, it is logical that employers will keep employees that meet their needs and make a profit for them. Those persons who can most fully measure up to standards of the business in the areas of Personality and Social Development, Work Habits and Skill Possession, as well as in Efficiency, will generally be retained on the job.

DIRECTIONS

You will be provided an opportunity to compare yourself to regular employees and develop and implement a plan for personal improvement and development in the worker traits you feel need strengthening.

INTRODUCTION

The development of job-entry level proficiencies in skills related to a selected career is extremely important for new workers.

This LAP will introduce you to several Worker Traits in the areas of Personality and Social Development, Work Habits and Skill Possession, as well as in Efficiency on the job. All of these areas are very important for employees, in co-worker relationships, as well as in employer-employee relations.

A sound method for the beginning employee to measure himself in these areas is by comparison with regular employees. Admittedly, many regular workers do not possess top standards in the Worker Traits, but it is true that they are successful on the job to the extent that the employer has retained them on the payroll.

With this thought in mind, turn to the following page and study the Pre-Test Instructions.

PRE-TEST INSTRUCTIONS

The following questions are stated to provide an opportunity for you to evaluate yourself and make a comparison between yourself and regular employees.

The questions are to be answered either "YES" or "NO" by placing a ✓ in the appropriate column. When you have completed this test, turn to the Test Key, which is the last page of the LAP, and correct your paper.

If you score 100% correct, you may turn this LAP in and be exempt from completing it. If you did not answer all questions correctly, turn to page 6 and read the instructions that pertain to the next segment of this instructional unit.

PRE-TEST

Have You Fully Developed Job-Entry Level Skills?

Question	YES	NO
1. Do you feel you are able to work as well without close supervision as most regular employees?		
2. Do you observe company rules as well as regular employees?		
3. Are you as appropriately dressed and groomed, for the tasks you are doing, as regular employees?		
4. Does the quantity and quality of the work you complete compare favorably with that of regular employees?		
5. Is your self-confidence on the job of a comparable degree to that of regular employees?		

STUDENT SELF-RATING SCALE

Instructions for Completing

On page 7, the following page, you will find a Student Self-Rating Scale. The purpose of this instrument is to provide an opportunity for you to compare yourself with regular employees at your employers place of business.

There are twenty (20) Worker Traits listed. Will you please ✓ each trait in the space provided to indicate whether you exhibit the trait Less Than, Same As or More Than a regular employee. You will need to visualize how you see your co-workers in these trait characteristics and compare them with yourself.

Example: If you feel you have less Self-Confidence than a regular employee, ✓ the first trait as Less Than.

If you have more Self-Confidence than a regular employee, ✓ the first trait as More Than.

STUDENT SELF-RATING SCALE

Name ______________________

Worker Traits	COMPARED TO A TYPICAL REGULAR EMPLOYEE		
	Less Than	Same As	More Than
1. Self-confidence			
2. Accepts criticism			
3. Safety conscious			
4. Careful with materials and property			
5. Quality of work			
6. Understands reason for work			
7. Seeks new tasks to do			
8. Completes work on time			
9. Respects supervisor			
10. Cooperates with supervisor			
11. Minds own business			
12. Quantity of work completed			
13. Appropriately dressed and groomed			
14. Considerate of other workers			
15. Acceptance of routine tasks			
16. Ability to work unsupervised			
17. Ability to understand instructions			
18. Attention to details			
19. Always observes company rules			
20. Possesses all essential job skills			

Score: _________ Less Than _________ Same As _______ More Than

(Please indicate the number in each category)

ASSIGNMENT

Select five (5) Worker Traits in which you have rated yourself as Less Than a regular employee in the trait characteristic.

On the following page, space has been provided for you to write a brief plan describing how you will improve and/or develop the traits, hence bettering yourself as an employee in these job-related skill areas.

As was mentioned in the Rationale on the Cover Page, employers will generally retain those employees who most fully meet their needs. The more fully you can upgrade yourself in the areas of Personality and Social Development, Work Habits and Skill Possession, as well as in Efficiency, the greater your chances of being retained as a regular employee.

Please turn to the next page and write your plan for upgrading yourself in five (5) Worker Trait areas.

WORKER TRAIT AREAS THAT NEED UPGRADING

Worker Trait entitled ______________________________

My Plan for Upgrading

Worker Trait entitled ______________________________

My Plan for Upgrading

Worker Trait entitled ______________________________

My Plan for Upgrading

Worker Trait entitled ______________________________

My Plan for Upgrading

Worker Trait entitled ______________________________

My Plan for Upgrading

POST TEST INSTRUCTIONS

After completing the LAP, you should be more aware of the importance of the part various Worker Traits play in good employer and employee relationships.

Please take the Post Test to determine how you will rate yourself in the five (5) Worker Traits given. Turn to the last page of the LAP and correct any answers which are marked incorrectly.

This experience should have provided an opportunity for you to do some "soul searching" and come up with some self-initiated ideas and plans for self-improvement. Keep these twenty (20) traits in mind; they are definitely bothersome areas for beginning workers.

POST TEST

Have You Fully Developed Job-Entry Level Skills?

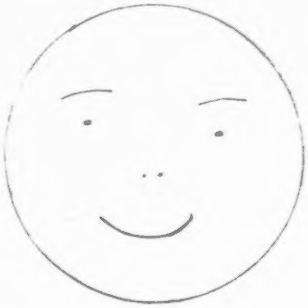
Question	YES	NO
1. Do you feel you are able to work as well without close supervision as most regular employees?		
2. Do you observe company rules as well as regular employees?		
3. Are you as appropriately dressed and groomed for the tasks you are doing, as regular employees?		
4. Does the quantity and quality of the work you complete compare favorable with that of regular employees?		
5. Is your self-confidence on the job of a comparable degree to that of regular employees?		

TEST KEY

To pass this test and to be exempt from completing this LAP, you would need to have answered all questions with a mark in the YES column.

If you didn't do so, please return to the test just completed, reread the questions, and correct your answers.

Sorry About That!!



After you have completed the Post Test, make sure all incorrect answers have been corrected. Assemble the LAP together and turn in to your Work Experience Education Coordinator.

I-DEAS

It could very well be to your benefit if you were to discuss this Activity with your sponsor.

On the following page is a copy of the form, STUDENT SELF-RATING SCALE. Show this to your sponsor and ask him to complete the form by comparing you to regular employees.

After your sponsor has completed the rating scale, discuss it with him, then complete the following assignment.

On the remaining portion of this page, write a report of your sponsor's comparisons, including plans for implementing a self-improvement goal.

MY SELF-IMPROVEMENT GOAL

Business Name ____________________ Date ______________

Job Sponsor's Name ________________

STUDENT ---- RATING SCALE

Name ________________

Worker Traits	COMPARED TO A TYPICAL REGULAR EMPLOYEE		
	Less Than	Same As	More Than
1. Self-confidence			
2. Accepts criticism			
3. Safety conscious			
4. Careful with materials and property			
5. Quality of work			
6. Understands reason for work			
7. Seeks new tasks to do			
8. Completes work on time			
9. Respects supervisor			
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12. Quantity of work completed			
13. Appropriately dressed and groomed			
14. Considerate of other workers			
15. Acceptance of routine tasks			
16. Ability to work unsupervised			
17. Ability to understand instructions			
18. Attention to details			
19. Always observes company rules			
20. Possesses all essential job skills			